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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

University of Hawaii

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. \* First Name: Nozomi Middle Name:   
\* Last Name: Kanoho Suffix:   
\* Title: Contracts and Grants Specialist

\* SIGNATURE: Nozomi Kanoho

\* DATE: 05/17/2021

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

05/17/2021

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

\* a. Legal Name:

University of Hawaii

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

(b)(6)

\* c. Organizational DUNS:

1957375510000

d. Address:

\* Street1:

2440 Campus Road, Box 368

Street2:

\* City:

Honolulu

County/Parish:

\* State:

HI: Hawaii

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

96822-2234

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

\* First Name:

Beverly

Middle Name:

\* Last Name:

Baligad

Suffix:

Title: Director of Compliance and Title IX Coordinat

Organizational Affiliation:

\* Telephone Number:

(b)(6)

Fax Number:

\* Email:

(b)(6)

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

### Type of Applicant 2: Select Applicant Type:

V: Alaska Native and Native Hawaiian Serving Institutions

### Type of Applicant 3: Select Applicant Type:

### \* Other (specify):

### \* 10. Name of Federal Agency:

Department of Homeland Security - FEMA

### 11. Catalog of Federal Domestic Assistance Number:

97.132

### CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

### \* 12. Funding Opportunity Number:

DHS-21-TTP-132-00-01

### \* Title:

Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

### 13. Competition Identification Number:

### Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Hawaii Behavior Intervention/Threat Assessment Team Implementation: The ECHO Platform

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="780,671.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="780,671.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:



## COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

DATE:06/09/2020

ORGANIZATION:

FILING REF.: The preceding  
agreement was dated  
05/16/2019

University of Hawaii  
2440 Campus Road  
Box 368  
Honolulu, HI 96822

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

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### SECTION I: INDIRECT COST RATES

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RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

#### EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2017	06/30/2019	41.50	On-Campus	Organized Res.
PRED.	07/01/2019	06/30/2020	43.00	On-Campus	Organized Res.
PRED.	07/01/2020	06/30/2021	44.50	On-Campus	Organized Res.
PRED.	07/01/2021	06/30/2022	45.00	On-Campus	Organized Res.
PRED.	07/01/2022	06/30/2023	45.50	On-Campus	Organized Res.
PRED.	07/01/2017	06/30/2019	24.00	Off-Campus	Organized Res.
PRED.	07/01/2019	06/30/2023	26.00	Off-Campus	Organized Res.
PRED.	07/01/2017	06/30/2019	40.00	On-Campus	Instruction
PRED.	07/01/2019	06/30/2023	45.00	On-Campus	Instruction
PRED.	07/01/2017	06/30/2023	26.00	Off-Campus	Instruction
PRED.	07/01/2017	06/30/2019	32.00	On-Campus	Other Sponsored Act
PRED.	07/01/2019	06/30/2023	36.50	On-Campus	Other Sponsored Act
PRED.	07/01/2017	06/30/2023	26.00	Off-Campus	Other Sponsored Act
PRED.	07/01/2017	06/30/2019	3.30	(A)	Direct Projects
PRED.	07/01/2019	06/30/2023	3.10	(A)	Direct Projects
PRED.	07/01/2017	06/30/2019	6.60	(B)	(C)

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ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2020

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2019	06/30/2023	8.00	(B)	(C)
PRED.	07/01/2017	06/30/2019	54.00	(D)	Organized Res.
PRED.	07/01/2019	06/30/2020	55.00	(D)	Organized Res.
PRED.	07/01/2020	06/30/2021	55.50	(D)	Organized Res.
PRED.	07/01/2021	06/30/2022	56.00	(D)	Organized Res.
PRED.	07/01/2022	06/30/2023	56.50	(D)	Organized Res.
PRED.	07/01/2018	06/30/2019	4.30	Off-Campus	(E)
PRED.	07/01/2019	06/30/2023	1.80	Off-Campus	(E)
PRED.	07/01/2017	06/30/2023	9.00	Off-Campus	(F)
PROV.	07/01/2023	Until Amended		(G)	

(A) Research Corp. of U.H.

(B) Applied Research Laboratory

(C) University Affiliated Research Center

(D) Kaka'ako campus including Gold Bond Building

(E) Intergovernmental Personnel Act Agreements

(F) SOEST Ship Operations

(G) Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

\*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2020

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**SECTION I: FRINGE BENEFIT RATES\*\***

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2020	6/30/2021	0.48	(1)	UH (A)
FIXED	7/1/2020	6/30/2021	0.62	(1)	UH (B)
FIXED	7/1/2020	6/30/2021	0.62	(1)	UH (C)
FIXED	7/1/2020	6/30/2021	0.65	(2)	RCUH (A)
FIXED	7/1/2020	6/30/2021	1.86	(2)	RCUH (B)
FIXED	7/1/2020	6/30/2021	2.65	(2)	RCUH (C)

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and Wages.

(1) University of Hawaii (UH)

(2) Research Corporation of the University of Hawaii (RCUH)

UH (A) Student Employees (including Graduate Assistants)

UH (B) Faculty, Staff, not eligible for vacation

UH (C) Faculty and Staff, eligible for vacation

RCUH (A) Regular Status Employees, less than 50% FTE and all other non-Regular status employees

RCUH (B) Regular Status Employees, 50% FTE or greater but less than 13 months of services

RCUH (C) Employee, 50% FTE or greater and 13 months or more of service

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2020

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## **SECTION II: SPECIAL REMARKS**

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### TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate (s) are listed below.

UNIVERSITY OF HAWAII (UH) (1):

UH Fringe Benefit Rates: UNEMPLOYMENT, WORKER'S COMPENSATION, AND TERMINAL VACATION PAYOUT RESERVE.

STATE OF HAWAII Fringe Benefit Rates: FICA, PENSION ACCUMULATION, PENSION ADMINISTRATION, RETIREE HEALTH INSURANCE, OTHER POST-EMPLOYMENT BENEFITS.

The following fringe benefits are specifically identified to each UH employee and are charged individually as direct costs: HEALTH INSURANCE AND GROUP LIFE INSURANCE.

RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII (RCUH) (2):

RCUH Fringe Benefit Rates: UNEMPLOYMENT, TERMINAL UNUSED SICK LEAVE PARTIAL PAYOUT RESERVE, AND TERMINAL VACATION PAYOUT RESERVE.

The following fringe benefits are specifically identified to each RCUH employee and are charged individually as direct costs: FICA, HEALTH INSURANCE (MEDICAL AND DENTAL), FLEXIBLE SPENDING ACCOUNT (FSA), RETIREMENT, GROUP LIFE INSURANCE, LONG TERM DISABILITY, LONG TERM CARE, WORKERS COMPENSATION.

### TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF=CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which either rent is directly allocated to the project(s), or activities are conducted in third party space rent free, the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate according to location and purpose. In the case that one rate is required by the sponsor, if more than 50% of a project is performed off-site, the off-site rate will apply.

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2020

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DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property (including information technology systems) having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

This rate agreement updates the fringe benefits only.

NEXT PROPOSAL DUE DATE

An indirect cost proposal based on actual costs for FYE 06/30/22 is due by 12/31/22 and fringe benefit proposal based on actual costs for FYE 06/30/20 is due by 12/31/20.

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2020

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### SECTION III: GENERAL

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A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Hawaii

(b)(6)

(SIGNATURE)

Vassilis L. Syrmos

(NAME)

Vice President for Research and Innovation

(TITLE)

06/15/20

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/9/2020

(DATE) 7038

HHS REPRESENTATIVE:

Jeanette Lu

Telephone:

(b)(6)

**Name of entity:** University of Hawai‘i

**Location:** Kapolei, Hawai‘i serving the State of Hawai‘i

**Application Track:** Promising Practices-Multiple Projects

**Project type:** Behavior Intervention/Threat Assessment Team Implementations and Bystander Intervention Programs

**Amount of funds requested:** \$780,671

**Project Abstract:**

UH West O‘ahu intends, to create and build Behavior Intervention/Threat Assessment Teams (BITATs) designed specifically for the needs of the diverse population, culture and environment of Hawai‘i, as well as create a Bystander Intervention program (train-the-trainer and community presentations) which logically flows hand in hand with addressing and curtailing issues before they become threats.

The implementation of ECHO platforms for BITATs that incorporates an intentional approach, localized community-based programming and links to other state collaborative threat assessment efforts will ultimately result in safer schools and surrounding communities. Additional training, ongoing collaboration, networking with other teams, and programming to help encourage the community to safely intervene when necessary, will build a “spider’s web” of threat assessment and capacity that stretches across the state. This will allow campuses and communities to develop the capacity to identify, address, and prevent targeted violence

Building, strengthening and supporting BITATs within schools, along with localized Bystander Intervention programming that promotes the sharing of information and positive intervention within the community, will serve as the basis for the catalyst that propels the state threat assessment efforts forward.



## Project Narrative - Hawai‘i Behavior Intervention/Threat Assessment Team Implementations

## 1. Needs Assessment

With the surge in targeted violence across the United States over the last few years, violence prevention has become an integral and important part of identifying and addressing known issues before they further escalate on the pathway to violence. Hawai‘i has not yet identified a specific, local threat assessment team contractor capable of understanding the individualized (and often complex) needs of local educational institutions. Educational institutions (K-12 and higher education) are lagging far behind their national peers with regards to implementing Behavior Intervention/Threat Assessment Teams on campuses; and the gap continues to grow. This grant proposal focuses on creating and enhancing local threat assessment and management capabilities.

There are currently no formal teams that have been implemented in any of Hawai‘i’s 283 public and charter schools. There is a lack of consistency, knowledge of formal threat assessment team management and operation, and basic foundational training and confidence necessary to appropriately respond to concerning behaviors on campuses. While there are teams on many of the 10 University of Hawai‘i campuses that claim to have implemented some type of “assessment” team (CARE Team, Team Malama, etc.) only one of the campuses - the University of Hawai‘i- West O‘ahu Behavior Intervention Team (UHWO BIT) also referred to as “ECHO Alpha”- is operating at national best practice standards.

Threat Team O‘ahu (TTO), Threat Team EDU (TTE) and Hawai‘i State Fusion Center (HSFC) are threat assessment organizations that provide vital information and assistance to various state industries and stakeholders. The assistance from those organizations, however, depends on smaller, internal based threat assessment teams (“Level 1” teams) within organizations. Without a Level 1 Team, an organization is often at a loss for dealing with cases involving concerning or problematic behavior. In addition, without specific training, identifying risks relating to the concerning or problematic behavior of students, employees, or visitors to a school or campus presents an even larger challenge for the community as a whole.

Finally, Hawai‘i lacks a localized school/campus Bystander Intervention program. The ability to safely intervene in problematic situations by those who recognize issues that occur in schools and college campuses will be key to building a statewide approach to addressing problematic behavior before targeted violence occurs in a more proactive and meaningful manner. Also key are the reporting links to school or campus’ Behavior Intervention/Threat Assessment Teams.

This project has identified and selected four educational institutions as its target population: two Hawai‘i Department of Education (HiDOE) schools (K-12) and two college campuses within the University of Hawai‘i System. Two additional college campuses will also participate in the Bystander Intervention program.

The estimated number of individuals within the identified educational institutions are as follows:

<b>Behavior Intervention/Threat Assessment Teams</b>	<b><u>Students enrolled</u></b>	<b><u>Staff</u></b>
1. Kapolei Middle School <sup>1</sup>	1,487	104
2. UH Maui College <sup>2</sup>	2,936	312
3. Windward Community College <sup>2</sup>	2,299	213
4. Ewa Beach Elementary <sup>3</sup>	709	53

<sup>1</sup> [Kapolei Middle School Status and Improvement Report \(SSIR\) SY 19-20](#)

<sup>2</sup> UH campuses enrollment data as of Fall 2020 [UHMC](#); [WCC](#); [UHWO](#); Staff data as of Fall 2020

<sup>3</sup> [Ewa Beach Elementary School Status and Improvement Report \(SSIR\) SY 19-20](#)



## Project Narrative - Hawai‘i Behavior Intervention/Threat Assessment Team Implementations

**Bystander Intervention Training**

5. UH West Oahu <sup>3</sup>	3,168	358
6. Leeward Community College <sup>3</sup>	<u>2,989</u>	<u>435</u>
<b>Total</b>	<b>9,122</b>	<b>1,475</b>

**2. Program Design*****Problem statement***

There are currently no formal teams that have been implemented in any of Hawai‘i’s 294 public and charter schools (k-12) whose total enrollment is 174,704 students on 5 islands<sup>4</sup>. In addition, while there are teams on all 10 University of Hawai‘i campuses that have implemented some type of “assessment” team (CARE Team, Team Malama, etc. only one of the campuses is operating at national best practice standards<sup>5</sup>.

In addition to the lack of trained Behavior Intervention/Threat Assessment Teams, Hawai‘i lacks a localized school/campus Bystander Intervention program that would assist schools and campuses (regardless of whether or not there is an implemented Behavior Intervention/Threat Assessment Team) that reiterates the importance of “reporting” and/or provides options for safe methods of intervention when concerning behavior has been identified or recognized by members of the community or school.

***Program goals and objectives***

The goal of this proposed program is to build, train and implement school and campus Behavior Intervention/Threat Assessment Teams. Once the teams have been implemented, they will be supported by community-based resources, external state organizations, professional development opportunities and network with other trained individuals within the state. These activities and resources will allow the team to strengthen and grow capacity in an intentional and sustained manner, so that they may appropriately respond to future concerning behavior as well as proactively mitigating targeted violence that may occur in the future. In addition, school/campus communities will be able to utilize a localized, fully customizable Bystander Intervention Program that will build additional capacity for identifying and responding to concerning behavior, allowing for social cohesion programs that also support prevention efforts aimed at targeted violence and terrorism. These responses will allow campus community members to safely intervene and/or provide acceptable alternatives for positive community engagement. This program will be put into action through train-the-trainer sessions, as well as presentations to school, campus and community audiences.

The objectives we have identified are as follows:

***Objective 1:*** Members of the local community engage among the broadest set of local stakeholders that sustain trusted partnerships and increase communications addressing

<sup>4</sup> According to the [Hawaii Department of Education SY 2020-21 enrollment counts](#).

<sup>5</sup> The University of Hawai‘i West O‘ahu Behavior Intervention Team (BIT) requires: foundational training for each member before they are allowed to participate in formal case assessments; access to the online reporting system; attendance at mandatory trainings and regularly scheduled BIT meetings; confidentiality and IT acknowledgement, training on the Wide Evaluation of Safety and Threat (WEST) Rubric, regular and ongoing training on current threat assessment trends, etc.

## Project Narrative - Hawai‘i Behavior Intervention/Threat Assessment Team Implementations

radicalization to violence.

### Activities:

- 1.1.1 Convene institution leadership and introduce ECHO framework
- 1.1.2 Develop Behavior Intervention/Threat Assessment teams (BITAT) using “ECHO,” a proprietary BITAT implementation platform at 5 institutions including K-12 and Higher Education
- 1.1.3 Engage in ECHO Stage 1 “E”: **Engage & Educate**. Meet with principals and survey staff, collect information to understand school processes and resources, and organizational structure
- 1.1.4 Engage in Stage 2 “C”: **Collaborate, Create & Coordinate**. Determine group mission, purpose, name; identify possible members, team structure, leadership; and write manual & protocol
- 1.1.5 Engage in Stage 3 “H”: **Harness and build school capacity**. Train team together; Build group dynamics; Members satisfy foundational team requirements (threat assessment, team protocols, set calendars, assign and train leadership, etc.)
- 1.1.6 Engage in Stage 4 “O”: **Observe** and soft roll out team processes; External trainings supported for team members to gain knowledge, track number of cases opened and referrals for outside services (e.g., mental health, substance abuse); Engage in subsequent stages and adjust: soft roll out of case reviews as a team.
- 1.1.7 Engage in Stage 5 “+M”: **Modification**. Implement any modifications to processes/protocols
- 1.1.8 Engage in Stage 5 “+R”: **Hard Roll** out. Implement finalized protocols; Support for additional external training to strengthen participant skills; Support continuous improvement of process and training. Repeat initial survey of threat assessment knowledge to measure growth. Do a Lessons Learned listing for improvement of implementation process

**Objective 2:** Members of the local community have the ability to act on their awareness training and help members of their community before they threaten other members of the community by knowing how to contact – and understanding the role of – threat assessment and management teams.

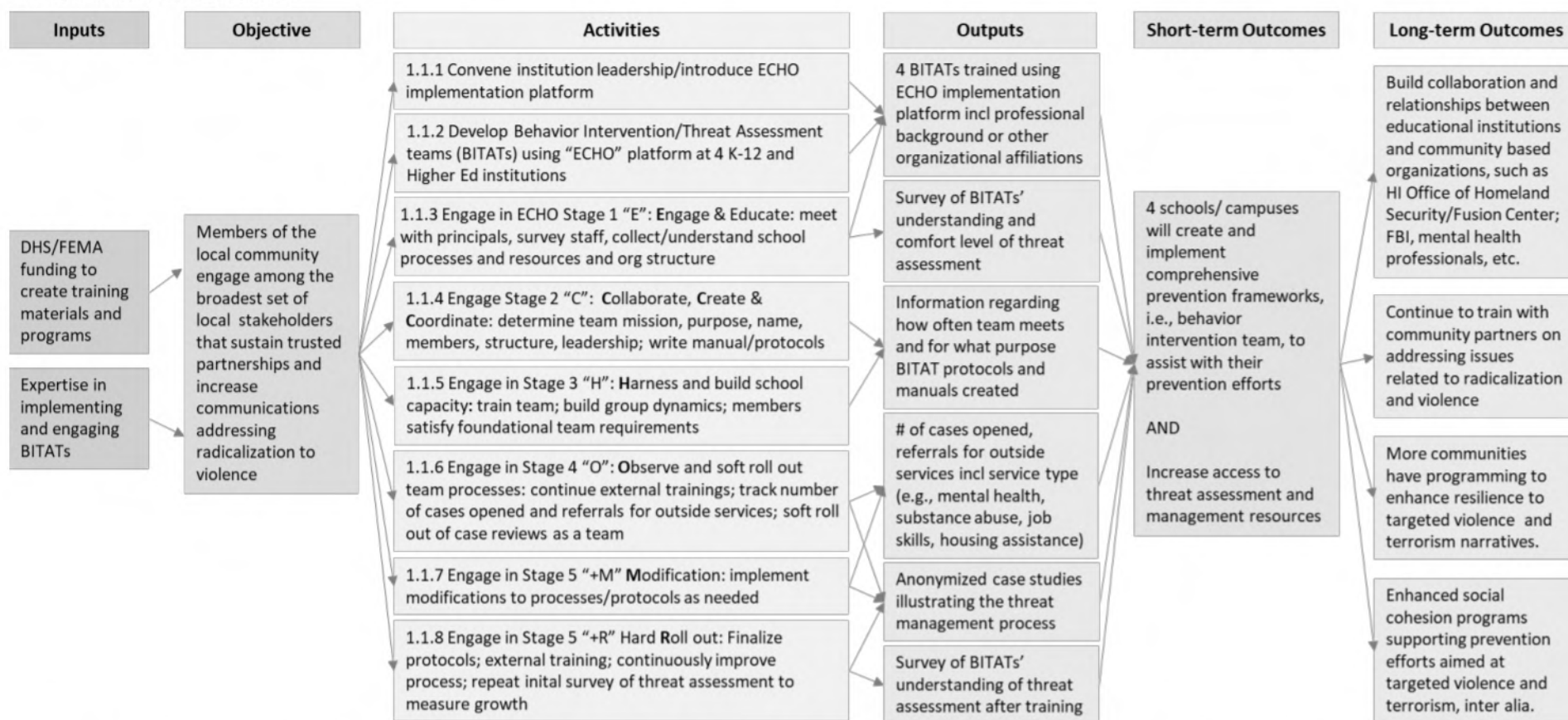
### Activities

- 2.1.1 Plan, research and create Bystander Intervention training program and materials for campuses that encourages reporting an early intervention
- 2.1.2 Conduct train-the-trainer program for campuses to implement
- 2.1.3 Implement UHWO campus and other BITAT teams
- 2.1.4 Follow up with trained campuses and provide additional training/materials if needed

## Project Narrative - Hawai'i Behavior Intervention/Threat Assessment Team Implementations

## Logic Model - Hawai'i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform

**Theory of Change:** Because the ECHO platform provides a foundational understanding, implementation and assessment, school teams will receive foundational knowledge necessary to build on and strengthen their teams in the future.

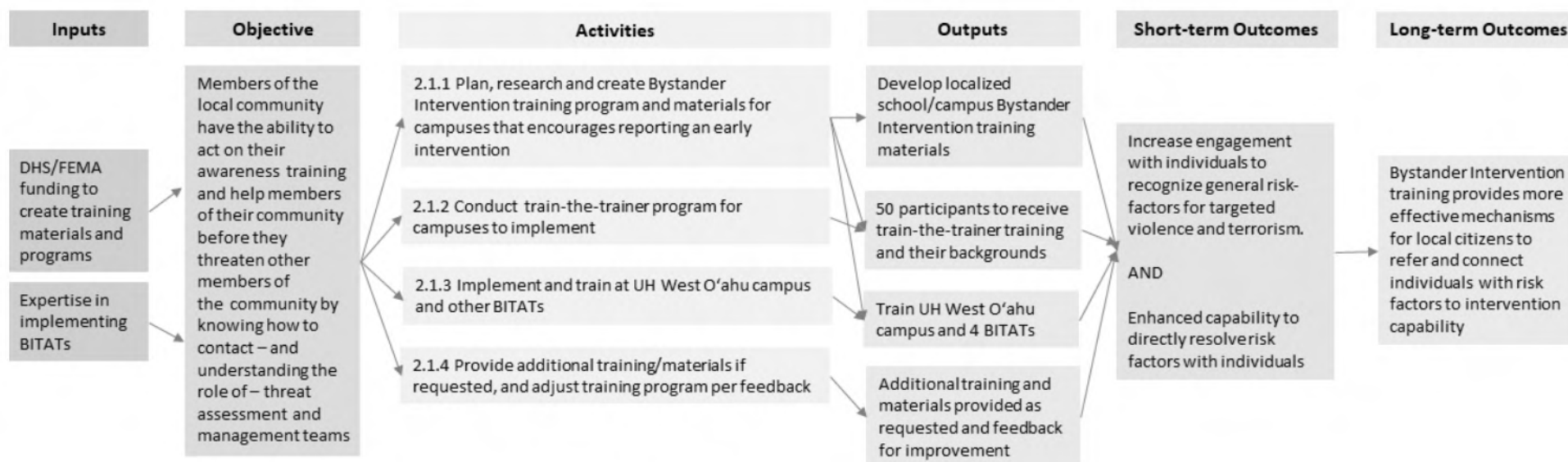


**Contextual factors and underlying assumptions:** This project engages high level teams with extensive training and professional development in order to adhere to national best practices of threat assessment. Because Beverly Baligad, Hawaii Dept of Education and Dept of Homeland Security are collaboratively developing these trainings, this would lead to additional trainings in the State of Hawaii and serve as a model throughout the U.S.

## Project Narrative - Hawai'i Behavior Intervention/Threat Assessment Team Implementations

## Logic Model - Hawai'i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform

**Theory of Change:** By creating a localized Bystander Intervention program designed to empower the school/community's response to identified and potential future targeted violence, the community based efforts will be exponentially expanded beyond just the reach of a school and/or its BITAT (if one has been implemented).



**Contextual factors and underlying assumptions:** This project engages high level teams with extensive training and professional development in order to adhere to national best practices of bystander intervention training. Because Beverly Baligad, Hawaii Dept of Education and Dept of Homeland Security are collaboratively developing these trainings, this would lead to additional trainings in the State of Hawaii and serve as a model throughout the U.S.

### ***Likelihood of Success***

The likelihood of success for BITATs implemented with the ECHO platform is extremely high, since it requires a high level of institutional support and approval from leadership on the front end. Also, the success of the program will be enhanced through ongoing training, professional development, building team dynamics, providing links to community-based resources, and networking/collaboration with other threat assessment professionals within the state and the nation. These activities and resources are integrated into the ECHO approach. ECHO Alpha has already demonstrated its ability to be successful and serves as the prototype for the development of other successful ECHO Implemented teams in education on the islands.

The ECHO platform serves as the foundation on which a BITAT assessment model will be built. That foundation is premised on (but not limited to) the following:

- Leadership approval, support and buy in prior to implementing the team
- Utilization of pre-existing personnel, support functions and processes to build a team structure and protocol that infuses necessary authority
- Use of an online reporting mechanism, case management system and a risk rubric
- Creation of a team manual with formal assessment protocols (that respects current institutional policies, laws and constitutional based protections)
- Foundational training for all members
- Links to BITAT resources (community, state and national)
- Ongoing professional development and team dynamics trainings
- Membership on Threat Team EDU (TTE) and Threat Team O'ahu (TTO)
- Networking and support for the assigned team Chair with others in the state
- Responsibility for successful team dynamics and team decisions by the Chair.

Once in place, the team will continue to build their threat assessment capacity using national best practices and available community-based threat assessment resources within the institution and in the surrounding community.

In addition to the ECHO implementation platforms, the creation of a localized Bystander Intervention Program will further state and local community efforts to identify, address and prevent individuals who may be on the pathway to targeted violence before violence occurs through. This additional reporting effort will help to funnel necessary information to the right individuals on campus regardless of whether or not a school has a BITAT (or until one can be established).

### **3. Organization and Key Personnel**

UH West O'ahu is one of ten campuses in the University of Hawai'i system. These ten campuses constitute the public institutions of higher education in the State of Hawai'i. As a baccalaureate institution, UH West O'ahu serves approximately 3,128 undergraduate students-most coming from the most underserved communities in Hawai'i. The campus' mission is to advance knowledge that transforms lives, thereby providing every graduate an opportunity to apply wisdom and skill to improve their communities.

Since 2009, Beverly Baligad, J.D., (currently the Director of Compliance and the Principal Investigator for this grant) has been heavily involved in the threat assessment efforts within higher education in Michigan and more recently in Hawaii's educational system. She was previously employed at a mid-sized community college in Michigan (with an enrollment of over



**Project Narrative - Hawai‘i Behavior Intervention/Threat Assessment Team Implementations**

20,000+ students). She researched, created, implemented, trained and served as the chair of the institutions’ first Student Behavior Intervention Team (sBIT, 2009). In 2011, she implemented the Employee Behavior Intervention Team (eBIT). Prior to her departure in 2015, she incorporated both teams to create the campus’ first ever multidisciplinary team (BIT). Between 2009 and 2021, she has chaired over 600 cases total; over 70 of those cases were formal threat assessments- many of which were extremely complex. She also collaborated, assisted and helped to train surrounding higher ed institutions within the state of Michigan and Hawai‘i.

Drawing on her previous experiences in implementing and training Behavior Intervention Teams, in 2017, she created, implemented, trained, and Chairs the campus’ current Behavior Intervention Team. The UH West O‘ahu Behavior Intervention Team is known by many in the state as a model for an effective threat assessment team. The team uses national best practices in the area of threat assessment.

Ms. Baligad remains actively involved in Hawai‘i’s threat assessment efforts, training, and supporting others within the state who needed help and/or training. Most recently, she was named as a core member of the National Governor’s Policy Academy on Preventing Targeted Violence for Hawai‘i in 2021; has been a member of Threat Team O‘ahu (TTO) since its inception in 2017; and is a co-founder of Threat Team EDU (TTE).

In addition to Ms Baligad, the grant seeks to hire a full-time position (description included) to assist Ms. Baligad in fulfilling the grant objectives and meet timelines. These positions roles and responsibilities and effort/time toward the project are as follows:

- Program Director: 100% effort
  - Oversee all elements of executing the grant
  - Prepares quarterly and annual reporting as prescribed by the grant
  - Coordinates and develops all content and training materials for both the BITATs and Bystander Intervention training
  - Manage and supervise the other three personnel required for this grant
- Administrative Specialist: 50% effort
  - Assist the Program Director in the development and research of materials and training of both the BITATs and Behavior Intervention training program
- Admin/Fiscal Specialist: 25% effort
  - Purchase items and preparing fiscal documents necessary for procurement for the grant
- Student Help: 50% effort
  - Provide assistance with reproducing and disseminating materials and training of the behavior intervention and bystander intervention training

#### **4. Sustainability**

The ECHO platform is designed to identify current institutional resources (systems and personnel) and processes that minimally aligns with BITATs functions, rather than replacing what is already being used. By identifying and utilizing the institution’s programs, building on its capacity through training and professional development, and linking it with state and national threat assessment networks and other professionals, there will be more buy-in and support from the school. As a result, the BITATs will build a stronger footing within its own community base. Ultimately, this will lead to a stabilized team approach capable of being sustained for many years to come.

## 5. Budget Detail and Narrative

The following budget proposal for the Hawai‘i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform from UH – West O‘ahu (UH West O‘ahu) thoroughly addresses the needs of the project and reflects a realistic timeline to achieve the grant goals and objectives. The funding requested of \$780,671 for the 2 years of the grant (table below) is necessary to implement the project initiatives and activities.

<b>Budget Category</b>	<b>Federal Request</b>
Personnel	\$211,080
Fringe Benefits	\$95,600
Travel	\$71,600
Supplies	\$32,700
Contractual	\$50,000
Other	\$158,600
<i>Total Direct Costs</i>	\$619,580
Indirect Costs <sup>6</sup>	\$161,091
<b>TOTAL PROJECT COSTS</b>	<b>\$780,671</b>

UH West O‘ahu intends, with the funding of this grant, to create and implement Behavior Intervention/Threat Assessment Teams (BITATs) designed specifically for the needs of the diverse population, culture and environment of Hawai‘i, as well as create a Bystander Intervention program (train-the-trainer and community presentations) which logically flows hand in hand with addressing and curtailing issues before they become threats.

All the elements of the Hawai‘i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform project are focused on training and material development of local prevention frameworks and approaches to prevent targeted violence and terrorism, specifically engage members of the local community and trusted partnerships, increase communications addressing radicalization to violence (behavior intervention), and act on their awareness and help members of their community before threats occur (bystander intervention training). Therefore, this grant will create a unique situation where training materials based on national best practices will be used to create the BITATs and conduct proper train the trainer Bystander Intervention training in both the University of Hawai‘i campuses (UH) and Hawai‘i Department of Education (HiDOE).

In addition to developing two programs, Hawai‘i is ranked as the state with the third-highest cost of living in the U.S. Therefore, our cost estimates for implementing threat assessment teams will be much higher than states with lower costs of living.

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<sup>6</sup> The Indirect Cost rate for the University of Hawai‘i system is calculated based on the federally negotiated rate agreement with the Department of Health and Human Services, the cognizant Federal office. The rate is based on the 2021 and 2022 F & A Rate Agreement. For this project the rate falls under the “Other Sponsored Activities, Off-Campus” rate, which is 26% of Modified Direct Cost. Modified total direct costs consist of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, and travel. The total Indirect Costs for this 2-year project is \$161,091

**Project Narrative - Hawai'i Behavior Intervention/Threat Assessment Team Implementations****Personnel: Salaries and Fringe total expense: \$306,680**

Each line item is discussed below in detail to provide clarification on the amount allocated and the need for the budgeted item. Please note: all yearly salaries stated are the first year of employment; year 2 will increase by 2% (including fringe) due to the Collective Bargaining Agreement for these positions.

Key personnel includes: a Program Director, Administrative Specialist and the Administrative Support positions. The Program Director (PD) will oversee all elements of executing the grant to fulfill its stated objectives, as well as the critical requirement of quarterly and annual reporting as prescribed by to meet the Department of Homeland Security grant reporting requirements. The PD will also play a vital role in the coordination and development of all content and training materials for both the behavior intervention and bystander intervention objectives, as well as managing and supervising the other three personnel required for this grant.

Beverly Baligad, JD will begin as the Program Director to set the course for the grant and responsible for the hiring of a full-time FTE PD to oversee the project management of the program, development of all training materials, and managing the other personnel involved with this grant. Because of the specialized qualifications required for this PD such as project management experience, federal grant experience, and extensive training in higher ed federal regulations and national best practice training of threat assessments, it will take approximately 6 months to hire a UH System position. The yearly salary of the PD is estimated at \$72,708. The total salary for the Program Director position for the 2 years of this grant is \$110,514.

An Administrative Specialist position will also be hired at 0.5 FTE to assist the PD with the development and research of materials and training. This person's salary is based on an APT Band A position with an approximate yearly cost of \$48,924.

A Fiscal and Administrative Support person is key to the purchasing of items and preparing fiscal documents necessary for procurement. This person will be hired at 0.25 FTE to fulfill the fiscal responsibilities of the grant. The amount allocated for fiscal support is based on an APT Band A position at \$47,004.

One student employee will be hired to work with the Program Director and Specialist to provide assistance with reproducing and disseminating materials and training program activities related to the development of producing materials and training of the behavior intervention and bystander intervention training. The student will be paid at an hourly rate of \$13.05 during the school year and summer.

Fringe is calculated at the UH System established rate of 51.98%. For the 2 years of the grant, the total cost of salaries personnel would be \$211,080, with fringe at \$95,600 for a total personnel cost of \$306,680.

**Travel - total expense: \$71,600**

A total of \$71,600 for travel over the 2 years of the grant. Two (2) trips to UH Maui College (UHMC) will be essential in setting up their BITATs. Planning to attend these one-day meetings will be Ms. Baligad, the Program Director and the Admin Specialist. The cost of each trip will be \$1,800 per year, and includes airfare and car rental for the two trips per year, or \$3,600 for the 2 years of the grant.

Incorporated into the grant budget are costs related to two (2) conferences on the U.S. continent per year. Attendance at a national conference that focuses on current threat assessment trends will be an invaluable experience for newly identified BITAT Chairs of the teams that allows them to network with some of the most experienced threat assessment professionals from



**Project Narrative - Hawai'i Behavior Intervention/Threat Assessment Team Implementations**

a variety of industries, such as law enforcement, mental health, education, and state and federal agencies. Since attendance at national conferences on the continental U.S. are costly and rarely allowed as a result of budget constraints in Hawai'i, this experience will help new Chairs gain confidence, build capacity and understand the importance of sustaining and leading their teams. ATAP conferences are held twice a year: one in Orlando, Florida (winter conference) and the other in Orange County, California (summer conference). The total travel cost totals \$35,800 per year, or \$71,600 for the 2 years of the grant.

**Supplies total expense: \$32,700**

To implement the Behavior Intervention/Threat Assessment teams (BITATs) and conduct Bystander Intervention training, computers and video equipment will be needed to produce training and informational materials where none currently exist for the various schools. Specifically, this project will require laptops, monitors and multi-use docking stations to create, design and develop the training materials for both the BITATs and Bystander Intervention program, as well as to administer the grant.

The video equipment required includes a video camera, tripod and microphones, and will be utilized to create training videos for both the BITATs and Bystander Intervention training.

Finally, all materials will be loaded onto portable storage devices for dissemination to the teams. Materials will also be printed and bound when requested or deemed necessary.

The cost of Materials and Supplies will have the bulk of its spending in Year 1 of \$29,700, with printing costs only in Year 2 of \$3,000, with a total of \$32,700 for the two years of the grant.

**Contractual - total expense \$50,000**

Due to the diverse cultures of Hawai'i, localizing the Bystander Intervention training will be necessary to make the materials relevant to the participating schools. Therefore, we will be hiring a consultant to collaborate and provide input on ensuring the materials are culturally relevant. They will also be tasked to make the materials customizable for the specific institutions and usable well after the initial training sessions. The estimated cost for services each year for the consultant will be \$25,000 per year.

**Other Direct Costs - total expense \$158,600**

UH West O'ahu will be creating BITATs and Bystander Intervention programs- both of which will need training materials in various forms. Three (3) webinars will be utilized for training BITATs per year for each team (4) of approximately 15 members at \$400 per registration. The total for both Year 1 and 2 will be \$72,000 each, total cost \$144,000.

Also required in the development of the training materials will be software such as Camtasia, a video editing program (2 annual licenses at \$275/year, total \$550); Adobe PDF Pro 10 subscriptions (5 at \$180/year, total \$900); Canva Infographic Pro, a software to create materials and files adapted for social media (5 license package at \$370/year) and Infograpify, a software to create infographics (5 license package at \$245/year).

Membership with the Global Institute of Forensic Research would also provide access and discounts to materials, manuals and research on threat assessment for each BITAT. The cost for 6 memberships (2 UH West O'ahu, 4 BITATs) at \$370 per year would be \$2,220 per year. We have also estimated the cost for materials and manuals for current threat assessment research at \$3,015 per year, which would include shipping.

**OTVTP Implementation & Measurement Plan**  
**Hawai'i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform**

Organization Name	University of Hawai'i West O'ahu
Project Title	Hawai'i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform
Grant Number	DHS-21-TTP-132-00-01
Grant Implementation Period	10/01/2021 - 09/30/2023

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**Project Goal Statement**

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The goal of this program is to establish, expand and enhance local targeted violence and terrorism prevention frameworks by building, training, and implementing school and campus Behavior Intervention/Threat Assessment Teams and Bystander Intervention Program (fully customizable) that will build additional capacity for identifying and responding to concerning behavior.

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**Target Population**

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This project has identified and selected four educational institutions for the purposes of addressing needs in building effective threat assessment teams. These include two Hawai'i Department of Education (HiDOE) schools, serving K-12 students and two college campuses within the University of Hawai'i System. Both of the college campuses are undergraduate institutions that serve traditional and non-traditional students. Two additional college campuses will participate in Bystander Intervention program. The educational institutions were selected because of proximity to University of Hawaii - West Oahu. The total number of students enrolled are 13,588 and the total staff that benefit from the training include 1,475. Specifically, 50 participants will participate in the "train-the-trainer" program and a minimum of 150 individuals will participate in Bystander Intervention training.

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## OTVTP Implementation & Measurement Plan

### Hawai‘i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform

**Goal 1:** *Establish, expand and enhance local targeted violence and terrorism prevention frameworks.*

**Objective 1.1:** *Members of the local community engage among the broadest set of local stakeholders that sustain trusted partnerships and increase communications addressing radicalization to violence Behavior Intervention/Threat Assessment Teams (BITAT)*

#### Goal 1 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
Objective 1.1	Activity 1.1.1 Convene institutions' leadership and introduce ECHO implementation platform	K-12 schools and higher ed institutions' school leaders, experts with BITAT, ECHO model materials	Conduct BITAT and ECHO platform meetings with school leaders	– 4 teams with stakeholders/decision makers have buy in and identified team members
	Activity 1.1.2 Develop Behavior Intervention/Threat Assessment Teams (BITAT) using “ECHO,” a BITAT implementation platform at 4 schools, including K-12 and Higher Ed	K-12 schools and higher ed institutions' school leaders, experts with BITAT, ECHO model materials	Approx. 1 per quarter; Done by Quarter 3 for all Teams	– 4 teams with stakeholders/decision makers commit to being team members; sign MOU
	Activity 1.1.3 Engage in ECHO Stage 1 “E”: <b>Engage &amp; Educate.</b> <input type="checkbox"/> Meet with principals, survey staff for understanding and comfort level of threat assessment; <input type="checkbox"/> Collect and understand school processes and resources, <input type="checkbox"/> Understand organizational structure	K-12 schools and higher ed institutions' school leaders, experts with BITAT, ECHO model materials	Approx. 1 per quarter; Done by Quarter 3 for all Teams	– 4 decision making teams learn and are trained using the ECHO implementation platform for their BITAT; – Survey of staff's understanding and comfort level of threat assessment
	Activity 1.1.4 Engage in Stage 2 “C”: <b>Collaborate, Create &amp; Coordinate.</b> <input type="checkbox"/> Determine group mission, purpose, name; <input type="checkbox"/> Identify possible members, team structure, leadership; <input type="checkbox"/> Write manual & protocol	K-12 schools and higher ed institutions' school leaders, institutions' BITAT , experts with BITAT, ECHO model materials	Approx. 1 per quarter; Done by Quarter 4 for all Teams	– 4 teams with stakeholders/decision makers select the BITAT members, define the purpose and mission of the BITAT – Implementation team begins creates the BITAT manual with input from leadership

**OTVTP Implementation & Measurement Plan**  
**Hawai'i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform**

**Goal 1 IMPLEMENTATION PLAN**

<b>Objectives</b>	<b>Activity</b>	<b>Inputs/Resources</b>	<b>Time Frame</b>	<b>Anticipated Outputs</b>
	Activity 1.1.5 Engage in Stage 3: “H” <b>Harness and build school capacity.</b> <input type="checkbox"/> Train team together; <input type="checkbox"/> Build group dynamics; <input type="checkbox"/> Members satisfy foundational team requirements (threat assessment, team protocols, set calendars, assign and train leadership, etc.)	K-12 schools and higher ed institutions’ school leaders, institutions’ BIT team, experts with BITAT, ECHO model materials	Approx. 1 per quarter; Done by Quarter 5 for all Teams	– 4 teams engage in team building skills, set commitments for future meetings; – receive basic foundational training and engage in team building exercises for group dynamics
	Activity 1.1.6 Engage in Stage 4: “O” <b>Observe</b> the soft roll out team processes; <input type="checkbox"/> External trainings supported for team members to gain knowledge; <input type="checkbox"/> Track number of cases opened and referrals for outside services (e.g., mental health, substance abuse); <input type="checkbox"/> Engage in subsequent stages and adjust: soft roll out of case reviews as a team	K-12 schools and higher ed institutions’ school leaders, institutions’ BIT team, experts with BITAT, ECHO model materials	Approx. 1 in quarters 2, 3, 5 and done by Quarter 6 for all Teams	– 4 teams roll out and conduct initial meetings as prescribed by the BITAT manual/protocols to engage in case management/ reviews
	Activity 1.1.7 “+M” <b>Modification</b> of the process: Implement any modification to processes/protocols as needed per feedback from teams	K-12 schools and higher ed institutions’ school leaders, institutions’ BITAT, experts with BITAT, ECHO model materials	Approx. 1 in quarters 3, 4, 6 and done by Quarter 7 for all Teams	– 4 teams implement any modifications to processes/protocols – Team members continue to attend trainings to build knowledge and skills (webcasts, table tops exercises, TTE & TTO meetings/membership)

**OTVTP Implementation & Measurement Plan**  
**Hawai‘i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform**

**Goal 1 IMPLEMENTATION PLAN**

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
	Activity 1.1.8 “+R” Hard <b>Roll</b> out: <input type="checkbox"/> Implement finalized protocols; <input type="checkbox"/> Provide support for additional external training to strengthen participant skills <input type="checkbox"/> Support continuous improvement of process and training, <input type="checkbox"/> Repeat initial survey of threat assessment knowledge to measure growth; <input type="checkbox"/> Do a Lessons Learned survey for improvement of implementation	K-12 schools and higher ed institutions’ school leaders, institutions’ BITAT, experts with BITAT, ECHO model materials	Approx. 1 in quarters 1, and 4-8	<ul style="list-style-type: none"> <li>– 4 teams: finalize protocols</li> <li>– Measurable increase of 75% understanding of behavior intervention teams by each team launched</li> <li>– Chairs attend national threat assessment conferences to build knowledge and network with other threat assessment professionals across the US</li> <li>– Compile a list of Lessons Learned for process improvement</li> <li>– 4 teams creates an anonymous case for future table-top exercises</li> </ul>

**OTVTP Implementation & Measurement Plan**  
**Hawai'i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform**

**Goal 1 MEASUREMENT PLAN**

<b>Activity #</b>	<b>Performance Measures</b>	<b>Data Collection Method and Timeframe</b>
1.1.1	4 institutions commit to creating a Behavior Intervention/Threat Assessment Team (BITAT)	<ul style="list-style-type: none"> <li>– Meeting minutes indicating agreement</li> <li>– Letter or memo of commitment/agreements</li> <li>– Pre-Implementation Team Survey</li> <li>– Q1-Q3 for all Teams</li> </ul>
1.1.2	4 teams identified with 8-15 participants each committed for ECHO training	<ul style="list-style-type: none"> <li>– 8-15 participants, depending on the size of the teams</li> <li>– Sign in sheet, participant log, meeting minutes</li> <li>– Collect number of total cases school dealt with (previous year, pre-Implementation)</li> <li>– Q1-Q3; completed by Q3 for all Teams</li> </ul>
1.1.3	4 decision-making teams meet and are educated about the ECHO platform and BITATs	<ul style="list-style-type: none"> <li>– Meeting minutes indicating training on BITAT models have been conducted</li> <li>– Organizational information shared</li> <li>– Survey of staff's understanding and comfort level of threat assessment</li> <li>– Q1-Q3; completed by Q3 for all Teams</li> </ul>
1.1.4	4 teams select team members; define purpose of BITAT and create BITAT manual	<ul style="list-style-type: none"> <li>– Information of individual team members of each team; BITAT manuals</li> <li>– Q2-Q4; completed by Q4 for all Teams</li> </ul>
1.1.5	4 teams conduct team building trainings and set calendar for future meetings	<ul style="list-style-type: none"> <li>– Meeting calendar(s) for all 4 teams</li> <li>– Sign in sheets for team building trainings</li> <li>– Q3-Q5; completed by Q5 for all Teams</li> </ul>
1.1.6	4 teams do a soft roll out of case reviews as a team. Cases opened will be tracked, as well as referrals for outside services (e.g., mental health, substance abuse).	<ul style="list-style-type: none"> <li>– Meeting calendar(s)</li> <li>– Number of cases opened including referrals for outside services including service type (e.g., mental health, substance abuse, job skills, housing assistance) and anonymized case studies illustrating the threat management process</li> <li>– Q1, 2, 3, 5; completed by Q6 for all Teams</li> </ul>
1.1.7	4 teams Implement any modifications to processes/protocols	<ul style="list-style-type: none"> <li>– Meeting calendar for all 4 teams</li> <li>– Modified BITAT processes/protocols if applicable</li> <li>– Q1,3, 4, 6; completed by Q7 for all Teams</li> </ul>
1.1.8	4 teams retake the initial survey to show progress; receive additional external training for improvement and/or update on national best practices; and create a Lessons Learned listing for process improvement	<ul style="list-style-type: none"> <li>– Results of survey of staff's understanding and comfort level of threat assessment</li> <li>– Listing of external training and attendance list</li> <li>– Post-Implementation "Lessons Learned" documentation</li> <li>– Q1, 4-7; completed by Q8 for all Teams</li> </ul>



**OTVTP Implementation & Measurement Plan**  
**Hawai‘i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform**

**Goal 2:** *Establish, expand and/or enhance local targeted violence and terrorism prevention frameworks*

**Objective 2.1:** *Members of the local community have the ability to act on their awareness training and help members of their community before they threaten other members of the community by knowing how to contact – and understanding the role of – threat assessment and management teams.*

**Goal 2 IMPLEMENTATION PLAN**

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
Objective 2.1	Activity 2.1.1 Plan, research and create a localized school/campus Bystander Intervention program and materials for campuses that encourages reporting an early intervention	K-12 schools and higher ed institutions’ school leaders, experts with bystander intervention training	Q1-Q4	– Develop a localized school/campus Bystander Intervention training materials for distribution to all participants of the training
	Activity 2.1.2 Conduct train-the-trainer program for campuses to implement the localized school/campus Bystander Intervention program.	K-12 schools and higher ed institutions’ school leaders, experts with bystander intervention training	Q4-Q6	– 50 participants are trained in the “train-the-trainer” program and will commit to training their school communities/staff
	Activity 2.1.3 Implement localized school/campus Bystander Intervention program at UHWO campus, with other BITAT teams that are part of the project, and with other educational organizations.	K-12 schools and higher ed institutions’ school leaders, experts with bystander intervention training	Q6-Q8	– 150 actual Bystander Intervention presentation participants (which may include: students, staff and faculty) on the UH West O‘ahu campus as well as BITATs implemented under this grant within the program and will train their communities/staff, and any other institutions that may want to
	Activity 2.1.4 Follow up with trained campuses, and provide additional training if needed; adjust materials/program per feedback	K-12 schools and higher ed institutions’ school leaders, experts with bystander intervention training	Q6-Q8	– Meet with trained institutions to assess effectiveness of materials and feedback for improvement/additional resources required

**OTVTP Implementation & Measurement Plan**  
**Hawai‘i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform**

**Goal 2 MEASUREMENT PLAN**

<b>Activity #</b>	<b>Performance Measures</b>	<b>Data Collection Method and Timeframe</b>
2.1.1	Development of localized Bystander Intervention program	<ul style="list-style-type: none"> <li>– Bystander program materials</li> <li>– Q1-4; done by Q4</li> </ul>
2.1.2	Train 50 in train-the-trainer programs	<ul style="list-style-type: none"> <li>– Sign in sheets, information on institutions trained, including demographics of both teams and communities, and participant program survey</li> <li>– Q4-6; done by Q6</li> </ul>
2.1.3	Train UH West O‘ahu campus and 4 BITATs	<ul style="list-style-type: none"> <li>– Sign in sheets for each training, information on institutions trained, and participant program survey</li> <li>– Q6-8; done by Q8</li> </ul>
2.1.4	Additional training/materials provided as requested and feedback comments	<ul style="list-style-type: none"> <li>– Bystander program materials and additional training provided; feedback comments</li> <li>– Q6-8; done by Q8</li> </ul>



**OTVTP Implementation & Measurement Plan**  
**Hawai‘i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform**

**APPENDIX A: RISK MANAGEMENT PLAN**

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization’s control. Risks could include, but are not limited to: economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project. Use the chart below to identify these risks; add additional rows if necessary.

<b>Risk Identified</b>	<b>Risk Analysis</b> (brief assessment of the impact the identified risk could/would have on the project)	<b>Risk Management Plan</b> (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)
<b>Behavior Intervention/Threat Assessment Team Programs</b>		
Lack of (human) resources in individual BIT teams	If there is insufficient commitment or participation by members identified to be part of the individual BITATs, the team will not be able to function efficiently and will eventually fail because the time requirements will be too much for the other team members	Suggest to have 2 people per division represented on a Team to serve as alternates or backups; ensure personnel commitments are added onto the MOUs post awarding of the grant
Time constraints due to unforeseen administrative issues within the school/campus	If the administrative issues the school/campus has to deal with switches the focus from BIT implementation to dealing with the school/campus issue	Create a fluid and flexible implementation plan that allows schedules to be changed between teams (i.e., ECHO 4 starts before ECHO 2)
Inability to find a qualified grant Program Director qualified to assist in the implementation of the grant	Due to the amount of materials that need to be researched and produced to enhance the existing ECHO implementation platform, without dedicated personnel managing the process may inhibit the vast dissemination of the training.	Hire someone that has the qualifications to manage a project and running a federally funded grant, as well as having personnel management experience, compliance and threat assessment experience and compensate the Program Director accordingly.
Lack of funding (i.e., not receiving the grant)	Program will not be implemented: personnel identified in the grant will not be hired and materials/trainings will not be created and implemented	DHS/FEMA to provide requested funding; if no funding, will need to either substantially scale down effort (1 BITAT implemented max) or not implement at all; severely limiting the ability to grow threat assessment capacity within educational institutions

**OTVTP Implementation & Measurement Plan**  
**Hawai'i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform**

<b>Risk Identified</b>	<b>Risk Analysis</b> (brief assessment of the impact the identified risk could/would have on the project)	<b>Risk Management Plan</b> (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)
<b>Bystander Intervention Programs</b>		
Lack of commitment from campuses for widespread dissemination of materials	If there is insufficient commitment or participation by campus or clear plan to continue with the training, the program will not have the reach required to train the communities they are in	Offer training for Bystander Intervention programs to post-secondary institutions specifically, since Bystander Intervention Training is a post-secondary education compliance requirement under the Clery Act through VAWA/Section 304.
Inability to find a qualified grant Program Director qualified to assist in the implementation of the grant	Due to the amount of materials that need to be researched, produced and created from scratch for bystander intervention training, without dedicated personnel managing the process may inhibit the vast dissemination of the training materials.	Hire a person that has the qualifications to manage a project and implement a federally funded grant, as well as having personnel management experience, and compensate the Program Director accordingly.
Lack of funding (i.e., not receiving the grant)	Program will not be implemented: personnel identified in the grant will not be hired and materials/trainings will not be created and implemented	DHS/FEMA to provide requested funding; if no funding, will need to either substantially scale down effort (only UH West O'ahu will be trained)

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## EDUCATION

WESTERN MICHIGAN UNIVERSITY THOMAS M. COOLEY LAW SCHOOL, LANSING, MICHIGAN

*Juris Doctor, September 2003*

Book Awards: Trial Workshop, Advanced Trial

Intraschool Moot Court Semi-Finalist, Honors Council, Office of Student Assistance, Thomas M.

Cooley Inns of Court, Phi Alpha Delta legal fraternity

UNIVERSITY OF HAWAII AT MANOA, HONOLULU, HAWAII

*Bachelor of Arts, December 1993*

Major: English

ASUH Associate Justice, Pre-Law Society Vice-President, Volunteers in Public Service to the Courts

(VIPS): Pre-Sentence Case Aid, Juvenile Monetary Restitution Panel Board Member/Arbitrator,

Criminal & Family Court Observer Team

## BAR ADMISSION

State Bar of Michigan, November 2004 (P67518)

## EXPERIENCE

UNIVERSITY OF HAWAII - WEST O'AHU

***Director of Compliance***

*May 2015 - present*

Serves as a direct report to the Chancellor and is the campus' Title IX Coordinator; Clery Compliance Officer; ADA/Section 504 Coordinator; Language Access Coordinator; and UHWO Behavior Intervention Team (BIT) Chair. Provides effective leadership and professional representation for the institution, specific to compliance areas across the campus, including, but not limited to: Title IX, Clery/VAWA/Campus SaVE Act, Drug Free Schools and Communities Act (DFSCA), ADA/Section 504, and UHWO's Behavior Intervention Team (BIT).

Created, implemented and trained UHWO Behavior Intervention Team; member of Threat Team Oahu; co-founder of Threat Team EDU; serves as the BIT Chair. Serves as a member of the National Governor's Award (NGA) – State Core Member 2021. Continues to lead and guide the threat assessment efforts on campus.

HIGHER EDUCATION COMPLIANCE PROFESSIONALS (HECP), LLC

***Senior Presenter, Trainer and Consultant***

*September 2014 – present*

Trains and assists Higher Education institutions around the country in legal and compliance areas including, but not limited to: Title IX, Civil Rights Investigations, Due Process, Clery Act, First Amendment, Drug Free Schools and Communities Act (DFSCA), ADA/Section 504, Violence Against Women's Act (VAWA)/Campus SaVE Act and Behavior Intervention Team/Threat Assessment.

LANSING COMMUNITY COLLEGE

***Director of Student Compliance and Training/Student Title IX Coordinator*** *January 2009 – June 2015*

Provided effective leadership and professional representation on information related to student legal and student conduct issues (student appeals, student discipline, compliance with federal regulations, and policy enforcement). Served as the Dean of Students' designee in the application of the Student Code of Conduct and provided leadership for the college-wide student complaint and appeal processes, including student due process and judicial board process systems. Advanced knowledge of student legal issues including, but not limited to: FERPA, FOIA, due process, First Amendment, Title IX, ADA/ADAAA/Section 504, GI Bill, US Patriot Act, Clery Act, VAWA/Campus SaVE Act,

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and the DFSCA. Researched best practices, created, implemented and trained all individuals who serve on the college's Student Behavior Intervention Team (sBIT); continues to serve as the BIT Chair and maintains and manages the BIT cases. Created and implemented campus Employee Behavior Intervention Team (eBIT). Researched ADA/Section 504 and related federal regulations. Created the Student Disability Grievance Process.

Implemented and trained all Student Disability Grievance Committee members. Serves as the Student Disability Grievance Chair. Researched Title IX and related federal regulations. Implemented the Colleges' Student Sexual Misconduct Complaint Process and all ancillary processes. Developed all training for the Student Title IX Investigators, Panel Board Members and Face to Face training for faculty, staff, administrators and students. Maintains and manages all Student Title IX complaint, investigation, training and programming information. Serves as the Student Title IX Coordinator. Wrote policy portions of the Clery Act; created and implemented the Campus wide Compliance Program team (CCP). Wrote policy portions for implementation of the Drug and Alcohol Prevention Program required under the Drug Free Schools and Communities Act (DFSCA). Implementation of the Symplicity/Advocate system used to maintain Student Conduct and BIT records. Supervised office staff.

### PROFESSIONAL AFFILIATIONS

State Bar of Michigan, *licensed member*

Association of Threat Assessment Professionals (ATAP), Northwest Region Chapter, *member*

Threat Team Oahu (TTO), *member*

Threat Team EDU, co-founder, *member*

National Association of College and University Attorneys (NACUA), *NACUANotes Editorial Board (2016-2020); Higher Ed Compliance Alliance (2018-2020); member*

University Risk Management Insurance Association (URMIA), *member*

National Association of Clery Compliance Officers and Personnel (NACCOP), *member*

Council on Law in Higher Education (CLHE), *(2010-2014)*

Association for Student Conduct Administration (ASCA), *MI Representative (2009-2010), Co-Representative (2011), State Coordinator (2012-2013, member), ASCA Membership Dues Task Force 2014, member 2010-2017*

Association of Title IX Administrators (ATIXA), *member*

### PROFESSIONAL DEVELOPMENT

#### SPECIALIZED TRAINING SERVICES

*Advanced Threat Assessment, October 2020 (3-day Training)*

*Violent Extremism, 2021: A Threat Assessment Update, May 2021 (4-Day Training)*

#### HI FUSION CENTER/HONOLULU POLICE DEPARTMENT

*US Secret Service Training: Threats and Social Media February 2020*

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ASSOCIATION OF THREAT ASSESSMENT PROFESSIONALS (ATAP)

*Virtual Threat Assessment Conference*, October 2020 (2-day conference)

NATIONAL THREAT ASSESSMENT CENTER (NTAC)

*USSS: Mass Attacks in Public Spaces- 2019* August 2020

HI FUSION CENTER/DEPARTMENT OF HOMELAND SECURITY, NTER

*The Relationship Between Domestic Violence and Targeted Violence: Key Identification and Assessment Considerations During the Reopening of America* June 2020

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS (NASPA)

*AOD and Campus Violence Prevention Conference*, Jan. 2020

NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY ATTORNEYS (NACUA)

*Annual Conference*, 2018

*Civil Rights Conference*, 2019

ASSOCIATION OF TITLE IX ADMINISTRATORS (ATIXA)

*Title IX Coordinator Training and Certification Program*, October 2011, 2012, 2013, 2015, 2016, 2017, 2018, 2019

*Title IX Investigator Training and Certification Program*, 2013, 2015, 2017, 2018, 2019, 2020

*Title IX Decision Maker/Appellate Officer Training and Certification Program*, 2021

ASSOCIATION OF STUDENT CONDUCT ADMINISTRATORS (ASCA) NATIONAL CONFERENCE

*Annual Conference*, February 2012, 2013, 2014, 2015

MI COALITION TO END DOMESTIC AND SEXUAL VIOLENCE (MCEDSV)

*Expanding & Enhancing Survivor informed Domestic and Sexual Assault Programs*, August 2014

NATIONAL BEHAVIOR INTERVENTION TEAM ASSOCIATION (NaBITA)

*Annual Conference*, 2012, 2014, *Threat Assessments* July 2017 (4 day training)

EQUALITY MICHIGAN

*Bridging the Gap: LGBTQ Communities & Law Enforcement*, May 2014

NATIONAL ASSOCIATION OF FOREIGN STUDENT ADMINISTRATORS (NAFSA)

*F-1 Beginning and Intermediate Student Advising Workshop*, May 2011

NATIONAL ASSOCIATION OF VETERAN PROFESSIONALS (NAVPA)

*School Certifying Official Workshop*, October 2010

NATIONAL CONFERENCE ON LAW IN HIGHER EDUCATION

*Various sessions*, February 2009

MSU- SCHOOL OF LABOR AND INDUSTRIAL RELATIONS

*Preparing For and Negotiating a Labor Contract*, August 2008

MSU- SCHOOL OF LABOR AND INDUSTRIAL RELATIONS

*Certified Labor Relations Professional (CLRP) designation*, December 2007

HARVARD LAW SCHOOL- PROGRAM ON NEGOTIATIONS

*Negotiations for Senior Executives, Dealing With Difficult People and Difficult Situations*, April 2008

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**PRESENTATIONS/TRAININGS CONDUCTED**

Lansing Community College Behavior Intervention Team Members, *LCC Behavior Intervention Team Training*, March 2009, 2011

Michigan Community Colleges Student Services Association (MCCSSA), *Intersection of Student Conduct and Student Services*, October 2010

LCC Faculty, *How to Deal with Difficult Students*, various dates, 2010 - 2015

LCC Faculty, Administration and Staff, *LCC's Behavior Intervention Team*, various dates, 2010 – 2015

LCC Faculty, *Office of Student Compliance Presentation*, various dates/ongoing, 2010- 2015

Lansing Community College Behavior Intervention Team Members, *LCC Behavior Intervention Team Training*, April 2011

LCC Student Leadership Academy, *Foundations of the Student Code of Conduct*, September 2011, February 2012, June 2013, various dates/ongoing

Lansing Community College Judicial Board Training, *Foundations of the Student Code of Conduct*, September 2011

Michigan Association for Student Conduct Administration (MI-ASCA), *Formal Conduct Processes*, October 2011

Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO), *LCC's Behavior Intervention Team (BIT)*, November, 2011

LCC Faculty- Center for Teaching Excellence, *Civility in the Classroom*, various dates, 2011 – present

Fire Academy Program (Students), *Student Code of Conduct*, January 2012, various/ongoing

Lansing Community College Judicial Board Training, *Hearings and Sanctions*, February 2012

Michigan Occupational Special Populations Association (MOSPA), *LCC's Behavior Intervention Team*, May 2012

Michigan Association of Student Conduct Administrators (MI-ASCA), *Creative Sanctioning*, May, 2012.

LCC Board, *Judicial Board Chairs Training*, July, 2012. (Face-to-face & webinar format)

LCC Student Title IX Investigators, *LCC Student Title IX Process & Investigations*, August 2012 (Face-to-face & webinar format)

LCC Faculty, Administration & Staff, *The Basics of First Amendment*, August 2012 (Face-to-face & webinar format)

LCC Formal Disability Grievance Committee, *The Basics of ADA/Section 504/LCC Formal Disability Grievance Process*, November 2012

Michigan Student Financial Aid Administration (MSFAA), *Best Practices for Dealing with FA Fraud*, February 2013



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LCC Student Title IX Investigators, *LCC's Investigative Report: How to Write It*, March 2013

Michigan Community College Student Services Association (MCCSSA), *First Amendment and its Impact on Student Services*, March 2013

LCC Student Sexual Misconduct Panel Members, *Serving on a Provision 4 Panel*, July 2013 (Face-to-Face & Webinar format)

University of Hawaii- Manoa, Basics *of Title IX, Advanced Title IX and Title IX Investigations*, August 2013.

Paper-Clip Communications: *Title IX and the Commuter Campus*, September 2013 (Webinar format, National Audience)

Paper-Clip Communications: *Sexual Misconduct to Sexual Assault: A Faculty's Role*, November 2013 (Webinar format, National Audience)

MI Association of Student Conduct Administrators (MI-ASCA), *Student Code Revisions: Suggestions, Title IX Investigative Report*, November 2013 (Face-to-Face format)

Academic Impressions, Faculty Member, *Developing a Title IX Compliance Plan*, December 2013 (3-Day Conference)

Paper-Clip Communications: *Campus Compliance Office and Officers: Managing Compliance on Campus*. April 2014 (Webinar format, National Audience)

LCC Title IX Investigators & Provision 4 Panel Members, *Part I: Title IX Foundation*, January 2014; *Part II: Title IX at LCC* February 2014; *Part III: Sexual Misconduct- Analyzing the Behavior*, March 2014. (Face-to-face training format); *Part V: Writing the Report* April 2014

Academic Impressions, *Clery Act: Essential Updates for your Annual Security Report*. June 2014 (Webinar format, National Audience)

Wayne County Community College District, Executive Leadership Team, *Compliance Issues Related to Student Affairs*. August 2014. (Face-to-face)

Macomb Community College, *Basic Title IX Investigator's Training*. September 2014 (Full day, Face-to-face)

Academic Impressions, Faculty Member, *Developing a Title IX Compliance Plan*, October 2014 (3-Day Conference)

UH System Community Colleges, *Title IX Boot Camp: Setting a Solid Foundation*. October 2014 (2 Full Days, Face-to-face).

Henry Ford Community College, Select upper administrators, Title IX Coordinators and potential investigators. *Title IX Foundations Training*. November 2014 (Full day, Face-to-face).

MCCSSA Leadership Retreat, *Intersection of Title IX, VAWA and Clery Act*. June 2015 (face-to-face)

Academic Impressions, *Foundation of Title IX Investigations*. July 2015, December 2015, July 2016, December 2016, July 2017, December 2017, July 2018, December 2018, July 2019, December 2019 (face-to-face)

South Florida 4<sup>th</sup> Annual Title IX Consortium, *Title IX Investigations and Title IX Special Topics*. March 2019 (Face-to-face)

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University of Hawaii- West Oahu, *Foundations of Behavior Intervention Teams*. Aug (2017); May 2018; Oct 2019 (face-to-face)

Academic Impressions, *The New Title IX Regulations: Panel Discussion*. June 2020. (Virtual)

Innovative Educators, *The New Title IX Regulations: What You Need To Know*. June 2020 (Virtual)

Academic Impressions. *Title IX Investigations Foundation Bootcamp*. June-July 2020. (Hybrid [Synchronous and Asynchronous] course delivery.)

Threat Team EDU, *UHWO's Behavior Intervention Team's Process*. July 2020 (Virtual)

Guam Coalition Against Sexual Assault & Family Violence, *Title IX Investigation Foundations*. September 2020 (Virtual)

Innovative Educators, *Title IX and Threat Assessment: The Emergency Removal Process*. February 2021 (Virtual)

Academic Impressions, *Developing a Title IX Questioning Plan*. April 2021 (Virtual)

### SKILLS

Exceptional communication skills with diverse populations and constituencies across the campus (Faculty, Executive Leadership, Support Staff/Student employees and Students)

Solid skills and knowledge in threat assessment and threat assessment management

Ability to work collaboratively with internal and external constituencies, as well as community organizations and leaders

Ability to work independently and manage complex projects & meet aggressive timelines for projects

Solid understanding of student code of conduct and the intersection of legal issues facing higher education

Advanced knowledge of federal and state laws applicable to compliance issues in higher ed

Ability to gain advanced knowledge in an unknown area in a short period of time

Experienced presenter and trainer for different audience types in various complex compliance areas

Ability to complete complex research and make recommendations in the application of regulatory requirements

Strong analytical skills and ability to effectively assess circumstances and situations

Ability to work with diverse student circumstances and populations

Ability to identify, recommend and implement process improvements

Strong document/case management skills

Effective conflict resolution and mediation skills



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Ability to use basic computer programs and applications (Microsoft Word, PowerPoint, Google Docs, Google Drive, etc.), Camtasia, Adobe Connect, Symplicity/Advocate, Banner, Laulima, Maxient

### **REFERENCES**

Available upon request

## Work at UH Advertisement

**Title:** Academic Support (Educational Sp)

**Position Number:**

**Hiring Unit:** University of Hawai'i West O'ahu

**Band:** B

**Minimum Monthly Salary:** salary schedules and placement information

**Additional Salary Information:** Commensurate with qualifications and experience.

**Full Time/Part Time:** 1.0 FTE

**Temporary/Permanent:** Temporary Not to Exceed: September 30, 2023

**Other Conditions:** Federal Funds, temporary, with the possibility of extension pending availability of funds and satisfactory performance.

This position is responsible for administering a federally funded US Department of Homeland Security/FEMA grant that seeks to build, train and implement school and campus Behavior Intervention/Threat Assessment Teams. In addition, school/campus communities will be able to utilize a localized Bystander Intervention Program (fully customizable) that will build additional capacity for identifying and responding to concerning behavior.

The project director of the Hawai'i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform will work in collaboration with faculty, staff, and others to create, develop, implement, and evaluate comprehensive training programs to identify threats and targeted violence in both K-12 and higher education institutions. Specific duties and responsibilities include the following.

### Duties and Responsibilities

- \*\*Manages, coordinates, and administers all aspects of the two grant projects, including project planning, fiscal oversight, budgetary administration, and personnel management
- Responsible for the implementation of Behavior Intervention/Threat Assessment Teams.
- Responsible for creating a Bystander Intervention program, and implementing a Train-the Trainer program and presentations.
- \*\*Serves as the project administrative liaison to internal and external constituents and attends all meetings.
- \*\*Manages, coordinates and administers the affairs of both projects, including project planning, fiscal, budgetary and personnel management, grant writing and proposal solicitation.
- Oversees the preparation of system design and program plans, establishes program goals and time-lines, and monitors program budgets and schedule performance, as required.
- Coordinates school/campus Behavior Intervention/Threat Assessment Team implementation steps and plans.
- Manages campus Clery Act Annual Security Report (ASR) and the campus DAAPP and Biennial Review compliance efforts.
- Manages design, format, and process improvements for the BIT manual and protocols, WEST Assessment Model format, and other background materials;.
- Prepares and evaluates technical requests for bids, selection of subcontractors, issuance of contracts, and monitors performance and payments.
- \*\*Prepares projections and cost analysis and provides detailed expenditure reports for use by project managers to enable them to manage their budgets.

- \*\*Prepares timely reports to funding agencies, including collating progress reports from sub-programs and contractors, writing summary narratives, and presenting status briefings.
- \*\*Administers the grant award in accordance with applicable laws and regulations and in compliance with agency requirements.
- Serves as the campus liaison that establishes and maintains collaborative ties with community Behavior Intervention/Threat Assessment groups/organizations, such as Threat Team Oahu (TTO) and Threat Team EDU (TTE).
- Develops, designs, and maintains website and other department publications, or access to training memberships, as necessary.
- Provides overall supervision of project technical and administrative staff.
- Performs other related project administration duties as required.
- Serves as an active member on the Campus Compliance Hui (i.e., Bystander Intervention Programming, Constitution Day, etc.)

Note: \*\* Indicates Essential Functions

### **Judgment Exercised**

- Judgments and decisions impact operations, functions, programs, management, or processes related to Behavior Intervention/Threat Assessment Team implementation projects and Bystander Intervention programming.

### **Originality**

- Develops, defines, or applies new or improved techniques, methods, practices, or strategies related to the implementation of Behavior Intervention/Threat Assessment Teams and the development of Bystander Intervention programming.
- Originates plans, techniques, and/or procedures to apply existing knowledge to ideas, analyses, projects, or tests and evaluations.
- Leads, assigns, organizes, plans, and/or coordinates specific tasks requiring thought and foresight to develop a Bystander Intervention Train the trainer program.
- Uses seasoned judgment and refers to best practices within the threat assessment industry and University policy in order to develop conclusions and recommendations for resolving issues.

### **Controls Over Position**

- Works independently without close supervision and performs most assignments with instructions as to the general results expected.

### **Supervision Exercised**

- Responsible for reviewing the work product from specific task assignments of other professional, clerical, technical personnel and/or student assistants.

### **Basic Minimum Qualifications**

#### **Education and Professional Work Experience:**

1. Possession of a pertinent Master degree in Business Administration
2. Minimum of 5 year(s) professional experience and project management.

3. Considerable working knowledge of the principles, project or program management, or operational management as demonstrated by the broad knowledge of the full range of pertinent standard and evolving concepts, principles and methodologies.
4. Considerable working knowledge and understanding of applicable federal and state laws, rules, regulations, and theories and systems associated with higher education, such as Clery Act, DFSCA, Title IX, ADA/Section 504 and due process and First Amendment
5. Considerable experience and understanding of project or program management, or operational management.
6. Demonstrated experience in development of presentation, training of groups within diverse organizations.
7. Demonstrated ability to resolve wide ranging complex problems through the use of creative reasoning and logic to accurately determine the cause of the problems and the resolution of the problems in an effective, innovative and timely manner.
8. Demonstrated ability to interpret and present information and ideas clearly and accurately in writing, verbally, and by preparation of reports and other materials.
9. Demonstrated ability to establish and maintain effective working relationships with internal and external organizations, groups, team leaders and members, and individuals.
10. Demonstrated ability to operate a personal computer and word processing software.
11. For supervisory work, demonstrated ability to lead subordinates, manage work priorities and projects, and manage employee relations.
12. Considerable knowledge of administrative and organizational processes as applied to the management of operations, services, facilities, and programs.
13. Ability to apply legal and policy provisions to situations consistently.
14. Ability to work effectively with multicultural populations, including at-risk, socio-economically disadvantaged, underrepresented in higher education, etc.
15. Ability to work outside normally scheduled business hours including evenings and/or weekends as necessitated by branch requirements.

Desirable Qualifications:

1. Demonstrated management abilities and supervisory skills, including budget oversight.
2. Skilled in team-building and developing collaborative partnerships.
3. Ability to be flexible and adaptive in a fast-paced, challenging and changing environment.

## **Work at UH Advertisement**

**Title:** Program Specialist (Admin & Fiscal Support Sp)

**Position Number:**

**Hiring Unit:** University of Hawai'i West O'ahu

**Band:** A

**Minimum Monthly Salary:** salary schedules and placement information

**Additional Salary Information:** Commensurate with qualifications and experience.

**Full Time/Part Time:** 0.50 FTE

**Temporary/Permanent:** Temporary Not to Exceed: September 30, 2023

**Other Conditions:** Federal Funds, temporary, with the possibility of extension pending availability of funds and satisfactory performance.

This position will work collaboratively with the Program Director and others to demonstrate progress in attaining Project goals and program initiatives aimed to build, train and implement school and campus Behavior Intervention/Threat Assessment Teams. In addition, school/campus communities will be able to utilize a localized Bystander Intervention Program (fully customizable) that will build additional capacity for identifying and responding to concerning behavior. Specific duties and responsibilities include the following:

### **Duties and Responsibilities**

#### **Service Administration**

1. Assists in the research, design, implementation and evaluation of behavior intervention/threat assessment and bystander training programs.
2. Assists Principal Investigator and Project Director with the preparation of project reports including on-line submissions.
3. Assists with the design and production of the training materials and programs, and services related to grant goals.
4. Gathers data and prepares periodic summary reports after analyzing data from existing files and records needed to assess effectiveness of the Hawai'i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform .
5. Assists in establishing and meeting timelines to assist senior personnel in meeting Project report deadlines and commitments.
6. Remains current with US Department of Homeland Security policies and grant terms and conditions to ensure project compliance.

#### **Operational and Administrative Services**

1. In conjunction with Program Director & others, assists with the Hawai'i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform grant project including office operations, fiscal operations.
2. Advises project personnel on requirements for Federal, State, University, and RCUH fiscal and personnel transactions.
3. Maintains adherence to project timelines, objectives, and performance measures related to grant goals.
4. Assumes other related duties as assigned.

## **Basic Minimum Qualifications**

### **Education and Professional Work Experience:**

1. Possession of a pertinent baccalaureate degree in business administration, public administration, education, humanities, social sciences, or a related field; and 2 year(s) of progressively responsible professional experience with responsibilities for providing educational services or threat assessment, or training of complex educational programs.
2. Functional knowledge and understanding of threat assessment, federal regulations in higher education institutes or behavior assessment;
3. Functional knowledge of material design and/or training materials related to complex educational programs or similar programs;
4. Functional knowledge and understanding of principles, theories, federal and state laws, rules, regulations, and systems associated with higher education institutions;
5. Demonstrated ability to recognize problems, identify possible causes and resolve the full range of problems that may commonly occur in the workplace.
6. Demonstrated ability to understand oral and written documentation, write reports and procedures, and communicate effectively in a variety of situations.
7. Demonstrated ability to establish and maintain effective working relationships with internal and external organizations, groups, team members, and individuals.
8. Demonstrated ability to operate a personal computer and MS Office or Google Suite.
9. Functional knowledge of administrative and organizational processes as applied to the administration of operations, services, facilities, and programs.

### **Desirable Qualifications**

1. Knowledge of federal regulations pertaining to the administration of contracts and grants.
2. Knowledge of administrative policies and procedures of UH and RCUH.



## Work at UH Advertisement

**Title:** Institutional Support (Admin & Fiscal Support Sp)

**Position Number:**

**Hiring Unit:** University of Hawai'i West O'ahu

**Band:** A

**Minimum Monthly Salary:** salary schedules and placement information

**Additional Salary Information:** Commensurate with qualifications and experience.

**Full Time/Part Time:** 0.25 FTE

**Temporary/Permanent:** Temporary Not to Exceed: September 30, 2023

**Other Conditions:** Federal Funds, temporary, with the possibility of extension pending availability of funds and satisfactory performance.

This position is responsible for supporting a federally funded US Department of Homeland Security/FEMA grant that seeks to build, train and implement school and campus Behavior Intervention/Threat Assessment Teams. In addition, school/campus communities will be able to utilize a localized Bystander Intervention Program (fully customizable) that will build additional capacity for identifying and responding to concerning behavior.

The Administrative Specialist of the Hawai'i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform will assist the Program Director with all administrative and fiscal responsibilities of the grant. Specific duties and responsibilities include the following:

### Duties and Responsibilities

#### Service Administration

1. Responsible for support services in project administration, fiscal and operational functions in support of U.S. Department of Homeland Security/FEMA grant.
2. Administer grant/contract, post award, in accordance with applicable laws and regulations in compliance with agency requirements.
3. Perform procurement functions, i.e., preparation of requests for quotations, purchase orders, contracts, and proposal/bid/technical specifications, ensuring all purchases are in compliance with Federal, State, and University guidelines and procedures.
4. Advise faculty and staff on appropriate Federal, State and UH policies and procedures on fiscal and personnel issues.

#### Operational & Administrative Services

1. Assist Program Director with the preparation of grant proposals and project reports to include their online submissions of reports.
2. Applies methods, techniques, and principles of the specialty area in Kualii, SuperQuotes, UH Foundation and RCUH procurement policies & procedures.
3. Assists senior personnel in the performance of detailed and routine work, e.g., manually tracking grant subaccounts or performs or assists with reviews and analyses to provide information.
4. Prepares reports and reviews timelines to assist the Program Director in meeting project deadlines and commitments.

5. Prepare and review travel requests and documents using Kuali system and completion reports for project faculty, staff and visitors, ensuring appropriateness, correctness and compliance with established policies and procedures.
6. Initiate, review and ensure correctness of documents and other paperwork for hiring personnel, including temporary hires and casual hires, and student assistants.
7. Analyzes, develops, reviews, or administers management or administration of purchasing, travel, and procurement in collaboration with Grants Administrator.
8. Independently performs complex application of UH, RCUH, and U.S. DOE financial requirements in procurement and purchasing involving application of policies, regulations, accepted methods, and practices.
9. Assist with research to meet procurement guidelines and compliance.
10. Liaison with Fiscal Office, Human Resources, UH Foundation, and RCUH in maintenance of budgets, personnel matters, scholarships, and other administrative activities.
11. Prepare fiscal reports and records necessary for budget preparation and periodic operational status reports for grants, contracts and postawards
12. Maintain database of files, data, and records for operational reports and grant reports. May include weekend and evening hours.
13. Other duties as assigned

#### Minimum Qualifications

1. Possession of a baccalaureate degree in Accounting, Business Administration, Public Administration, or related field and 2 year(s) of progressively responsible professional experience with responsibilities for business administration; or equivalent education/training or experience.
2. Functional knowledge of principles, practices and techniques in modern business management demonstrated by knowledge, understanding and ability to apply concepts, terminology.
3. Functional knowledge and understanding of principles, theories, federal and state laws, rules, regulations and systems associated with purchasing and payments.
4. Demonstrated ability to recognize problems, identify possible causes and resolve the full range problems that may commonly occur in the processing of procurement and payments.
5. Demonstrated ability to understand oral and written documentation, write reports and procedures, and communicate effectively in a variety of situations.
6. Demonstrated ability to establish and maintain effective working relationships with internal and external organizations, groups, team members and individuals.
7. Demonstrated ability to operate a personal computer and MS Office or Google Suite.
8. Any equivalent combination of education and/or professional work experience which provides the required education, knowledge, skills and abilities as indicated.
9. Ability to establish and maintain rapport with faculty, staff, federal/private grant administrators, and the general public.
10. Organized, detail oriented, and able to follow through on tasks/projects with minimal supervision.

#### Desirable Qualifications

1. Knowledge of federal regulations pertaining to the administration of contracts and grants, and the administrative service policies and procedures of UH and RCUH.
2. Demonstrated ability to interpret state and federal regulations and mandates, specifically as they apply to fiscal matters, procurement, grants, and contracts to ensure compliance.



**STATE OF HAWAII**  
**DEPARTMENT OF EDUCATION**  
ROBERT LOUIS STEVENSON MIDDLE SCHOOL  
1202 PROSPECT STREET  
HONOLULU, HAWAII 96822

**LETTER OF COMMITMENT**

Ms. Beverly Baligad  
University of Hawaii - West 'Oahu  
Kapolei, HI

May 19, 2021

Dear Ms. Baligad:

Robert Louis Stevenson Middle School is a Hawai'i Department of Education school in Honolulu, Hawai'i that serves approximately 660 students and provides programs and technology that address the unique intellectual, social and emotional needs of early adolescents to ensure students will be college and career ready.

We recognize that preventing targeted violence has become a national focus; implementing Behavior Intervention/Threat Assessment Teams in schools and on college campuses have become an important prevention effort and a national best practice. As such, we are excited to be considered as a potential partner capable of appropriately responding to potential concerning behavior and/or threats on our campus.

We commit to participating in and supporting the implementation of a school/campus Behavior Intervention/Threat Assessment Team using the "ECHO" implementation format as described under the FY21 Office of Targeted Violence and Terrorism Prevention (TVTP) Grant Program submission by UH West Oahu, for the period of October 1st, 2021 through September 30th, 2023, in the following way(s):

- Principal Katherine Balatico and other identified school/campus leadership will engage in Stage-1 meetings designed to provide important information regarding the campus demographics, processes, personnel and campus culture insight to the implementation team ("team").
- Principal Katherine Balatico will support the team training and engagement efforts deemed necessary for the successful implementation of the Behavior Intervention/Threat Assessment Team and Bystander Intervention Program (Train-the-Trainer).

The individuals and our organization agree to abide by the management plan contained in the application, if chosen as one of the project institutions under this grant.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Katherine Balatico. The text "(b)(6)" is written in the top-left corner of the box.

Katherine Balatico  
Principal



**STATE OF HAWAII**  
**DEPARTMENT OF EDUCATION**  
**EWA BEACH ELEMENTARY SCHOOL**  
SHAYNE GREENLAND - PRINCIPAL  
91-740 PAPIPI ROAD EWA BEACH, HAWAII 96706  
808-307-2300

**LETTER OF COMMITMENT**

Beverly Baligad  
University of Hawaii - West 'Oahu  
Kapolei, HI

May 11, 2021

Dear Ms. Baligad:

Ewa Beach Elementary School is a Hawai'i Department of Education school in Ewa Beach, Hawai'i that serves approximately 758 students. Our mission is to employ the best teaching and learning strategies to ensure lifelong learning.

We recognize that preventing targeted violence has become a national focus; implementing Behavior Intervention/Threat Assessment Teams in schools and on college campuses have become an important prevention effort and a national best practice. As such, we are excited to be considered as a potential partner capable of appropriately responding to potential concerning behavior and/or threats on our campus.

We commit to participating in and supporting the implementation of a school/campus Behavior Intervention/Threat Assessment Team using the "ECHO" implementation format as described under the FY21 Office of Targeted Violence and Terrorism Prevention (TVTP) Grant Program submission by UH West Oahu, for the period of October 1st, 2021 through September 30th, 2023, in the following way(s):

- EBES Principal Greenland and other identified school/campus leadership staff will engage in Stage -1 meetings designed to provide important information regarding the campus demographics, processes, personnel and campus culture insight to the implementation team ("team").
- EBES Principal Greenland will support the team training and engagement efforts deemed necessary for the successful implementation of the Behavior Intervention/Threat Assessment Team and Bystander Intervention Program (Train-the-Trainer)

The individuals and our organization agree to abide by the management plan contained in the application, if chosen as one of the project institutions under this grant.

Sincerely,

(b)(6)

Shayne Greenland  
Ewa Beach Elementary School - Principal





UNIVERSITY of HAWAII®  
**MAUI COLLEGE**

May 10, 2021

Beverly Baligad  
University of Hawai'i - West O'ahu  
Kapolei, HI 96707

Re: FY21 Office of Targeted Violence and Terrorism Prevention (TVTP) Grant Program –  
Letter of Commitment

Dear Ms. Baligad:

On behalf of University of Hawai'i Maui College (UHMC), I express our commitment to participating in, and supporting the implementation of, a campus Behavior Intervention/Threat Assessment Team, using the "ECHO" implementation format as described under the FY21 Office of Targeted Violence and Terrorism Prevention (TVTP) Grant Program submission by UH West Oahu, for the period of October 1, 2021 through September 30, 2023.

We recognize that preventing targeted violence has become a national focus. Implementing Behavior Intervention/Threat Assessment Teams in schools and on college campuses has become an important prevention effort and a national best practice. We are excited to be considered as a potential partner in responding appropriately to behavioral issues and/or threats on our campus. If chosen, we will support the Grant Program as follows:

- UHMC leadership and other College representatives will engage in Stage-1 meetings designed to provide important information regarding campus demographics, processes, personnel, and campus culture to the implementation team.
- UHMC leadership and other College representatives will support the team training and engagement efforts deemed necessary for the successful implementation of the Behavior Intervention/Threat Assessment Team and Bystander Intervention Program (Train-the-Trainer).

UHMC also agrees to abide by the management plan contained in the application, if chosen as one of the project institutions under this grant.

Sincerely,

(b)(6)

Lui K. Hokoana, EdD  
Chancellor

310 W. Ka'ahumanu Avenue  
Kahului, HI 96732-1617  
Telephone: 808.984.3636  
Website: [www.maui.hawaii.edu](http://www.maui.hawaii.edu)



UNIVERSITY  
of HAWAI'I  
WEST O'AHU

Office of the Chancellor

Wednesday, May 12, 2021

To: U.S. Department of Homeland Security (DHS)  
Office for Targeted Violence and Terrorism Prevention (OTVTP)/Federal Emergency  
Management Agency (FEMA)

Re.: Support for Beverly Baligad  
Targeted Violence and Terrorism Prevention (TVTP) Grant Program

Aloha mai!

On behalf of The University of Hawai'i West O'ahu (UH West O'ahu), I am delighted to extend our commitment to provide support to Director Beverly Baligad's efforts to develop threat assessment teams and by-stander training at our campus and other educational institutions in Hawai'i. UH West O'ahu, a member of the State of Hawai'i's only public 10-campus UH-System is located on O'ahu. As a baccalaureate institution, we serve approximately 3,128 undergraduate students – most coming from the most underserved communities in Hawai'i. Our mission is to advance knowledge that transforms lives, thereby providing every graduate an opportunity to apply wisdom and skill to improve their communities.

This grant is a much-needed service to both our State's public educational institutions and the communities that we serve. Since 2017, Director Baligad has led the University of Hawai'i West O'ahu Behavior Intervention Team, which has been recognized by many in the State of Hawai'i as the standard other threat assessment teams should follow. Because preventing targeted violence has become a national focus; implementing Behavior Intervention/Threat Assessment Teams in K-12 schools and on college campuses have become an important prevention effort and a national best practice. Director Baligad in partnership with our campus professionals and our community partners are at the ready to teach and to lead this state-wide effort.

UH West O'ahu will continue to support Director Baligad's efforts to create, guide and help implement campus Behavior Intervention/Threat Assessment Teams on other UH campuses and for schools in the Hawai'i Department of Education (HiDOE) under the FY21 Office of Targeted Violence and Terrorism Prevention (TVTP) Grant Program for the period of October 1st, 2021 through September 30th, 2023. Please feel free to contact me should there be any questions or concerns!

E mālama pono!

(b)(6)

Dr. Maenette K.P. Benham, Chancellor

91-1001 Farrington Highway  
Kapolei, Hawai'i 96707  
Telephone: (808) 689-2770  
Fax: (808) 689-2771

An Equal Opportunity/Affirmative Action Institution



UNIVERSITY of HAWAII\*  
**LEEWARD**  
COMMUNITY COLLEGE

Office of the Chancellor

May 12, 2021

LETTER OF COMMITMENT

Beverly Baligad  
University of Hawaii - West 'Oahu  
91-1001 Farrington Highway  
Kapolei, HI 96707

Dear Ms. Baligad:

Leeward Community College is a public community college in Pearl City, Hawai'i that serves approximately 6,568 students and fosters them to become responsible global citizens locally, nationally, and internationally by providing a nurturing and inspiring environment that helps students attain their goals through high-quality liberal arts and career and technical education.

We recognize that preventing targeted violence has become a national focus; implementing Behavior Intervention/Threat Assessment Teams in schools and on college campuses have become an important prevention effort and a national best practice. We also recognize that it is necessary to attend more training to build the threat assessment capacity for the current Leeward Community College Behavior Intervention Team. In addition, engaging in training opportunities on campus designed to provide bystanders who witness or are privy to information that potentially threatens the health and safety of others on our campus community is an integral part of the Behavior Intervention/Threat Assessment efforts on our campus.

Leeward will commit to participating in and supporting the training efforts relating to the implementation of a Behavior Intervention/Threat Assessment Team and the Bystander Intervention training program as described under the FY21 Office of Targeted Violence and Terrorism Prevention (TVTP) Grant Program submission by UH West Oahu, for the period of October 1st, 2021 through September 30th, 2023, in the following way(s):

- Support the training and capacity building efforts for current members of the Leeward Community College Behavioral Intervention Team.
- Identify individuals on the campus who will attend the presentation of the Bystander Intervention Program (Train-the-Trainer).
- Assign the current Leeward Community College Behavioral Intervention Team Chair, Tom Hirsbrunner, as the liaison to work with the grant representatives to identify and schedule appropriate trainings for the team and campus.

Thank you.

(b)(6)

Carlos Penalosa  
Chancellor

96-045 Ala 'Ike  
Pearl City, Hawai'i 96782-3393  
Telephone: (808) 455-0215  
Fax: (808) 455-0471

An Equal Opportunity/Affirmative Action Institution



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
**Kapolei Middle School**  
91-5335 Kapolei Parkway  
Kapolei, Hawaii 96707  
Phone: (808) 693-7025 Fax: (808) 693-7030

Beverly Baligad  
University of Hawaii - West 'Oahu  
Kapolei, HI

May 10, 2021

Dear Ms. Baligad:

Kapolei Middle School is a Hawai'i Department of Education school in Kapolei, Hawai'i that serves approximately 1,140 students and is an enthusiastic community that promotes life-long learning and success to assure the social and academic growth of every child so that each has the knowledge and ability to be successful in high school and beyond.

We recognize that preventing targeted violence has become a national focus, therefore implementing Behavior Intervention/Threat Assessment Teams in schools and on college campuses have become an important prevention effort and a national best practice. As such, we are excited to be considered as a potential partner capable of appropriately responding to potential concerning behavior and/or threats on our campus.

We commit to participating in and supporting the implementation of a school/campus Behavior Intervention/Threat Assessment Team using the "ECHO" implementation format as described under the FY21 Office of Targeted Violence and Terrorism Prevention (TVTP) Grant Program submission by UH West Oahu, for the period of October 1st, 2021 through September 30th, 2023, in the following way(s):

- Principal Fajardo and other identified school/campus leadership will engage in Stage-1 meetings designed to provide important information regarding the campus demographics, processes, personnel and campus culture insight to the implementation team ("team").
- Principal Fajardo will support the team training and engagement efforts deemed necessary for the successful implementation of the Behavior Intervention/Threat Assessment Team and Bystander Intervention Program (Train-the-Trainer)

The individuals and our organization agree to abide by the management plan contained in the application, if chosen as one of the project institutions under this grant.

Sincerely, ✓

(b)(6)

Richard Fajardo ✓  
Principal



UNIVERSITY of HAWAII\*  
**WINDWARD**  
COMMUNITY COLLEGE

May 23, 2021

Beverly Baligad  
University of Hawaii - West 'Oahu  
Kapolei, HI, 96707

Dear Ms. Baligad:

Windward Community College is a public community college in Kāneʻohe, Hawaiʻi that serves 2,300 students and offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawaiʻi and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Koʻolau region of Oʻahu and beyond with liberal arts, career, and lifelong learning in a supportive and challenging environment—*inspiring students to excellence*.

We recognize that preventing targeted violence has become a national focus; implementing Behavior Intervention/Threat Assessment Teams in schools and on college campuses have become an important prevention effort and a national best practice. As such, we are excited to be considered as a potential partner capable of appropriately responding to potential concerning behavior and/or threats on our campus.

We commit to participating in and supporting the implementation of a school/campus Behavior Intervention/Threat Assessment Team using the “ECHO” implementation format as described under the FY21 Office of Targeted Violence and Terrorism Prevention (TVTP) Grant Program submission by UH West Oahu, for the period of October 1st, 2021 through September 30th, 2023, in the following way(s):

- Chancellor Ardis Eschenberg, Vice Chancellor for Student Affairs Judy Oliveira and the WCC CARE Team will engage in Stage-1 meetings designed to provide important information regarding the campus demographics, processes, personnel and campus culture insight to the implementation team (“team”).
- Chancellor Ardis Eschenberg, Vice Chancellor for Student Affairs Judy Oliveira and the WCC CARE Team will support the team training and engagement efforts deemed necessary for the successful implementation of the Behavior Intervention/Threat Assessment Team and Bystander Intervention Program (Train-the-Trainer)

The individuals and our organization agree to abide by the management plan contained in the application, if chosen as one of the project institutions under this grant.

Sincerely,

(b)(6)

Ardis Eschenberg, Ph.D., Chancellor

45-720 Kea'ahala Road  
Kāneʻohe, Hawaiʻi 96744  
Telephone: (808)-235-7402  
Fax: (808)-235-7414  
[www.windward.hawaii.edu](http://www.windward.hawaii.edu)



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF FACILITIES AND OPERATIONS

May 12, 2021

U.S. Department of Homeland Security  
Office for Targeted Violence and Terrorism Prevention  
Federal Emergency Management Agency  
1880 2<sup>nd</sup> Street SW  
Washington, DC 20024

Re: Letter of Recommendation

To Whom It May Concern:

The purpose of this letter is to provide my **strongest recommendation** and support of the University of Hawaii – West Oahu's (UHWO) application for a Targeted Violence and Terrorism Prevention (TVTP) grant.

I have been serving as the Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) for the Hawaii State Department of Education (HIDOE) since January 2017. Before that, I spent over 33 years in the United States Air Force (USAF) as a career Security Forces officer responsible for managing, leading, and executing law enforcement, security, antiterrorism, force protection, combat arms, and integrated base defense operations in the Continental United States (CONUS), overseas, to include two combat tours in support of Operations IRAQI and ENDURING FREEDOM. I have also commanded one security forces squadron, one mission support group, two regional support groups, and one air expeditionary group in support of Operation IRAQI FREEDOM.

During my military career, I've performed numerous Threat and Vulnerability Assessments analyzing a wide-range of environmental hazards to threats and terrorist groups such as Al-Qaeda, ISIS, Taliban, and violent gangs/groups (e.g., Crips, Bloods, MS13, Aryan Nation, etc.). The primary objective was to ensure military installations, priority resources, military and civilian personnel to include their families were effectively safe and protected.

I brought this skills-set, extensive training, and in-depth experience to the HIDOE with the laser focus of implementing the first-ever Threat and Vulnerability Assessment



programs in the HIDOE. Doing this would proactively enhance the safety and security of approximately 180,000 students, 35,000 employees, 257 schools, fifteen complex area district offices, and five state offices located on seven major Hawaiian Islands. The HIDOE is the only single state school district and the ninth largest school district in the United States. The HIDOE also provides direct support to the Hawaii State Public Charter School Commission to include their 37 public charter schools and over 15,000 students.

I first met Ms. Beverly Baligad, UHWO Director of Compliance, Title IX, ADA/Section 504 Coordinator and Clery Compliance Officer, at a Hawaii State Fusion Center Meeting back in 2017. After hearing my goal of developing and establishing a Threat Assessment program in the HIDOE, she immediately offered to provide Behavioral Intervention Team (BIT) Foundational training to both me and HIDOE members. Over the past three years, she has conducted over five 2-day sessions training over 60 HIDOE personnel. She has also provided detailed presentations at the HIDOE School Safety and Culture Committee Meetings chaired by the HIDOE Deputy Superintendent and attended by key personnel such as Assistant Superintendents, Complex Area Superintendents, Branch Directors, and other pertinent leaders involved in school safety and security.

The Marjory Stoneman Douglas High School shooting that occurred back in February 2018 significantly impacted the HIDOE. The review of vital references such as, *Enhancing School Safety Using a Threat Assessment Model, An Operational Guide for Preventing Targeted School Violence*, issued by the National Threat Assessment Center in 2018; *K-12 School Security, A Guide for Preventing and Protecting Against Gun Violence* issued by the U.S. Department of Homeland Security in 2018; the *Final Report of the Federal Commission on School Safety* issued by the U.S. Departments of Education, Justice, Homeland Security, and Health and Human Services in 2018; and finally, *A U.S. Secret Service Analysis of Targeted School Violence* issued by the U.S. Secret Service in 2019, was done. The primary goal was to ensure the HIDOE was in compliance with national school safety and security standards as prescribed in these vital documents particularly the *Final Report of the Federal Commission on School Safety*. The establishment of Threat Assessment Programs and Teams were repeatedly identified as "Best Practices" in each of these documents.

Since that time, the SSEPB has tirelessly worked towards educating HIDOE leaders and schools that preventing targeted violence has become a necessity and establishing a Behavioral Intervention/Threat Assessment (BI/TA) Program as the cornerstone program in preventing targeted violence. With support from the Hawaii Office of Homeland Security/Hawaii State Fusion Center (HIOHS/HSFC) and the U.S. Secret Service, many HIDOE leaders and personnel also received Threat Assessment Training to help boost the HIDOE's BI/TA knowledge and awareness. Furthermore, membership and participation in Threat Team EDU and Threat Team Oahu have effectively resolve and help mitigate real-world and serious incidents in the HIDOE.

Through Bev Baligad's leadership, the UHWO has secured the commitment of a few HIDOE schools and UH community colleges to participate in and support the implementation of a school/campus Behavior Intervention/Threat Assessment Team using the "ECHO" implementation format as described under the FY21 Office of TVTP Grant Program.

Additionally, our state of Hawaii was recently selected to participate in the National Governors Association's Policy Academy on Targeted Violence. The HIOHS is leading the policy academy and specifically requested the UHWO, HIDOE, and others to be core team members. This huge effort coupled with UHWO's expertise and tireless efforts in standing up BI/TA teams will hopefully lead to potential legislative initiatives, the development of BI/TA policies, and the eventual goal of the establishment of a BI/TA program in the HIDOE.

As a retired USAF Security Forces officer who has led, oversaw, and executed vital antiterrorism and force protection programs such as TA in both peacetime and combat environments, I know first-hand the importance and effectiveness of a well-developed Threat Assessment Program...to protect America's sons and daughters and save lives!

Again, I would like to provide my **strongest recommendation** and support of the University of Hawaii – West Oahu's (UHWO) application for a Targeted Violence and Terrorism Prevention (TVTP) grant to help establish the foundation to prevent targeted violence in our schools. This program is long overdue and it needs to be implemented in the HIDOE now!

If you have any questions or need additional information, please feel free to contact me at phone (b)(6)

Sincerely,

(b)(6)

Maynard M. "Max" Mendoza  
Director of the Safety, Security, and Emergency Preparedness Branch

MMM:mmm

DAVID Y. IGE  
GOVERNOR



KENNETH S. HARA  
MAJOR GENERAL  
ADJUTANT GENERAL

STEPHEN F. LOGAN  
BRIGADIER GENERAL  
DEPUTY ADJUTANT GENERAL

STATE OF HAWAII  
**DEPARTMENT OF DEFENSE**  
**OFFICE OF THE ADJUTANT GENERAL**  
3949 DIAMOND HEAD ROAD  
HONOLULU, HAWAII 96816-4495

May 10, 2021

To Whom It May Concern:

This letter is in support of the University of Hawai'i – West Oahu's (UHWO) application for a Targeted Violence and Terrorism Prevention grant during FY 2021.

UHWO has been a key partner in the Hawai'i Office of Homeland Security/Hawai'i State Fusion Center's (HIOHS/HSFC) efforts to prevent targeted violence since at least 2017. UHWO supports these efforts in three main ways: (1) co-founding a statewide education behavioral intervention/threat assessment team, Threat Team EDU (TTE); (2) serving as a core team member during Hawai'i's participation in the 2021 National Governor's Association Policy Academy on Targeted Violence; and (3) participating in Threat Team Oahu (TTO), an island-wide, multidisciplinary, multi-tiered threat assessment team.

The HSFC seeks to prevent targeted violence in part by establishing, training, and operating behavioral intervention/threat assessment teams (BI/TA teams) across Hawai'i. Our strategy includes building BI/TA teams on an agency level as well as building overarching multidisciplinary and discipline-specific BI/TA teams at the state level. We intend to incorporate education and training on the topic of violent extremism into our BI/TA team-building efforts.

When the COVID-19 pandemic began in Spring of 2020, BI/TA programs became a low priority for HIOHS's education partners and other agencies. HIOHS's BI/TA team-building efforts slowed down as a result. HIOHS and UHWO, along with a certified threat assessment manager who is a former police officer, took advantage of the lull in activity to co-found TTE in May 2021. TTE is a statewide BI/TA team consisting of representatives from various educational institutions, not just K-12 but also public and private post-secondary institutions. TTE acts as a resource multiplier for enthusiastic members whose institutions may not be able to commit to a BI/TA team-building program during the pandemic but who nonetheless want to form a foundation for BI/TA teams. TTE supports efforts to build BI/TA teams at the agency level by offering training opportunities. TTE also provides an interagency venue for sharing concerns about threats or other issues affecting multiple institutions. UHWO supports TTE by helping to organize meetings, suggesting training topics and events, participating in tabletop exercises, and even giving a demonstration of how UHWO's BI team would deal with a hypothetical case.

TTE is barely a year old, yet it has become a program of interest that has attracted national attention. HIOHS presented the concept as part of a presentation at the National Fusion Center Association's 2021 training event. HIOHS, UHWO, and the other TTE co-founder are slated to present information about TTE at the U.S. Department of Homeland Security OTVTP's June 2021 Digital Forum on Preventing

Targeted Violence, with an emphasis on a health and well-being approach. Governor Ige of Hawai'i mentioned TTE in his testimony before the U.S. House of Representatives, Homeland Security Committee, Subcommittee on Emergency Preparedness, Response & Recovery on April 28, 2021. TTE and similar large-scale discipline-specific BI/TA teams have the potential to become a best practice for supplementing the work of agency-level BI/TA teams with the opportunity to network among each other. UHWO continues to support this statewide effort.

As a result of Hawai'i's targeted violence prevention efforts, our state was selected to participate in the National Governors Association's Policy Academy on Targeted Violence. BI/TA teams most likely will play a central role in Hawai'i's targeted violence prevention strategy as the Hawai'i policy academy team seeks to develop policy and possible legislation. The HIOHS, via the HSFC, is leading the policy academy team and specifically requested that UHWO join the core team. UHWO's expertise in BI/TA team-building will help inform Hawai'i's policymakers as we move forward.

Finally, UHWO has participated in TTO since its founding in 2017. The HSFC, Honolulu Police Department, and the FBI co-founded TTO as a way to encourage the development of agency-level BI/TA teams and provide the services of a consultation team for agencies who needed help dealing with complex cases. UHWO consistently attends trainings, participates in discussions, and provides suggestions and support for the improvement of TTO.

UHWO has the most expertise in building agency-level BI/TA teams in Hawai'i. UHWO seeks to replicate BI/TA agency-level team-building along a platform that multiple agencies may use in the future. This replication will help speed up the process of building agency-level BI/TA teams. The agency-level BI/TA teams will form a network of support across Hawai'i, thereby providing a mechanism for preventing targeted violence through early intervention, plus an enthusiastic audience who will benefit from HIOHS's educational efforts in the area of violent extremism. UHWO's work supports HIOHS and we support theirs.

Mahalo for the opportunity to enthusiastically support UHWO in their efforts to prevent targeted violence and terrorism. Feel free to contact me at (b)(6) or (b)(6) for more information.

Sincerely,

/s/PATRICIA KICKLAND  
Patricia Kickland  
Program Manager  
HIOHS/HSFC

# EMW-2021-GR-APP-00045

## Application Information

**Application Number:** EMW-2021-GR-APP-00045

**Funding Opportunity Name:** Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

**Funding Opportunity Number:** DHS-21-TTP-132-00-01

**Application Status:** Pending Review

## Applicant Information

**Legal Name:** University of Hawaii

**Organization ID:** 22840

**Type:** Public and State Controlled institutions of higher education

**Division:**

**Department:**

**EIN:** (b)(6)

**EIN Shared With Organizations:** University of Hawaii - West Oahu

**DUNS:** 195737551

**DUNS 4:** 0000

**Congressional District:** Congressional District 01, HI

## Physical Address

**Address Line 1:** 2440 Campus Road, Box 368

**Address Line 2:** [Grantee Organization > Physical Address > Address 2]

**City:** Honolulu

**State:** Hawaii

**Province:**

**Zip:** 96707-2234

**Country:** UNITED STATES

## Mailing Address

**Address Line 1:** 2440 Campus Road, Box 368

**Address Line 2:** [Grantee Organization > Mailing Address > Address 2]

**City:** Honolulu

**State:** Hawaii

**Province:**

**Zip:** 96707-2234

**Country:** UNITED STATES

## SF-424 Information

### Project Information

**Project Title:** Hawaii Behavior Intervention/Threat Assessment Team Implementation: The ECHO Platform

**Program/Project Congressional Districts:** Congressional District 01, HI

**Proposed Start Date:** Fri Oct 01 00:00:00 GMT 2021

**Proposed End Date:** Sat Sep 30 00:00:00 GMT 2023

**Areas Affected by Project (Cities, Counties, States, etc.):** Hawaii

## Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$780671
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
<b>Total Funding</b>	<b>\$780671</b>

**Is application subject to review by state under the Executive Order 12373 process?** Program is not covered by E.O. 12372.

**Is applicant delinquent on any federal debt?** false

## Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Beverly Baligad	(b)(6)		Secondary Contact
Nozomi Kanoho			Primary Contact Authorized Official Signatory Authority

## SF-424A

### Budget Information for Non-Construction Programs

**Grant Program:** Targeted Violence and Terrorism Prevention Grant Program

**CFDA Number:** 97.132

Budget Object Class	Amount
Personnel	\$211080
Fringe Benefits	\$95600
Travel	\$71600
Equipment	\$0
Supplies	\$32700
Contractual	\$50000
Construction	\$0
Other	\$158600
Indirect Charges	\$161091
<b>Non-Federal Resources</b>	<b>Amount</b>
Applicant	\$0
State	\$0
Other	\$158600
<b>Income</b>	<b>Amount</b>
Program Income	\$0

**How are you requesting to use this Program Income?** [\$budget.programIncomeType]

**Direct Charges Explanation:**

**Indirect Charges explanation:** 26% UH Negotiated Rate



## Forecasted Cash Needs (Optional)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Federal	\$370092	\$0	\$0	\$0
Non-Federal	\$0	\$0	\$0	\$0

## Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
\$370092	\$410579	\$	\$

Remarks:

# SF-424C

## Budget Information for Construction Programs

## Assurances for Non-Construction Programs

Form not applicable? false

Signatory Authority Name: Nozomi Kanoho

Signed Date: Mon May 24 00:00:00 GMT 2021

Signatory Authority Title: Contracts & Grants Specialist

## Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: Nozomi Kanoho

Signed Date: Tue May 25 00:00:00 GMT 2021

Signatory Authority Title: Contracts & Grants Specialist

## Disclosure of Lobbying Activities

Form not applicable? false

Signatory Authority Name: Nozomi Kanoho

Signed Date: Tue May 25 00:00:00 GMT 2021

Signatory Authority Title: Contracts & Grants Specialist